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ABSTRACT

The working draft of the handbook for parents of gifted and talented children provides information in characteristics of the gifted, educational neglect of the gifted, and parent role. Discussed are the importance of identifying the gifted and typical characteristics such as exceptional academic achievement, a wide range of interests, and independence of thought. Statistics on fiscal support and personnel needs are given to support the contention that the gifted are educationally neglected. Causes of this neglect are thought to include failing to identify the gifted and negative attitudes resulting in underachievement, self-doubt, and conformity by many gifted children. Results of a questionnaire sent to 100 parents of gifted children are reported to show that gifted children have many out of school interests and have some satisfying school experiences but many school related problems. Brief answers are provided for typical questions asked by parents such as "What can you do about underachievers?" and "Will a special class create competition and bad feelings?" A final chapter on the role of parents gives suggestions at the preschool and school age levels including such things as flexible school attendance to allow the child to participate in out of school educational activities. Provided are guidelines for organizing a parent association, addresses of existing associations, and a bibliography of books for gifted children or their parents. (DB)

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Working Draft

The Gifted and Talented: A Handbook for Parents

by
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ON THE GIFTED AND THE TALENTED

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FOREWORD--BY A PARENT

The time has come to insist that this band-aid (part-time*) approach to the education of the gifted be scrapped once and for all. We insist on a true educational experience for our children. We want meaningful, full-time programs that will allow our children to have a "qualitatively differentiated" program within the school day. We can no longer accept the platitudes that they must live in the "real world." The athlete is not forced into the "real world" where everyone is of like ability, nor will we be. We do not want "enrichment" for our children in the same sense that is now applied in the gifted program. We want the basic skills taught in the depth that these children are capable of realizing. We want these children identified and placed in programs in the primary grades before the ennui is so deeply entrenched that they can no longer be reached. In short, we demand education for our children commensurate with their abilities.

We do not want these children lost in the junior and senior high school because they have stopped achieving. The losses at grade seven and beyond are a terrifying statistic. There are no remedial programs for the gifted underachiever in secondary; no counselors or teachers with the time to find them. For the achiever, in the secondary schools, there is, in most cases, only the stultifying prospect of the same, only more of it. They elect to drop the "gifted" program and be graded on the curve in a less demanding situation.

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*Parentheses added. This letter was written by Mrs. Kennard as spokesman for some two thousand families in the San Fernando Valley Association for the Gifted, the largest of more than forty California affiliated parent groups. It expresses with great eloquence the frustration of many parents whose children need provisions appropriate to their abilities.

We, as parents, are forced to watch our children's initial enthusiasm for learning change to boredom, behavior problems, physical and emotional distress, and finally inertia. They learned early that the system only demanded regurgitation, and that is all they gave. Many of these children have reached maturity while the educators have foresworn concrete action for further study. We have witnessed and paid heavily in tax dollars for the damages wrought on our college campuses when the frustration level of students has reached the breaking point. They have asked only that their education be brought into the twentieth century. Instead, we have maintained a system conceived in the nineteenth century and perpetuated by the reluctance of society to change.

Sincerely,

Catherine Kennard

INTRODUCTION

It has become clearly evident that education for the gifted cannot be the sole prerogative of either teachers or parents. Because of the traits and capacities of this group of children, and the demands implicit in their education, both groups must work together in close cooperation in order to use all needed educational resources for them. It is possible that, through teacher-parent partnership and planning, creative means may be found to reduce some of the barriers in educational settings which hamper and prevent productive learning by the gifted and talented.

Why should we be concerned about the gifted? Are they not already among the favored? They learn faster, perform better, achieve more than the average, by far. Why worry about a population already blessed with more than its share of skills and talents? In part, the answer depends on our view of democracy. If we believe that democracy requires the same education for every child, we can dismiss the gifted and concentrate on those who need special help in order to compete with the average. On the other hand, if we believe that an effective democracy must educate each child to his fullest potential and that no child deserves less, then the need to remedy our neglect of the gifted becomes apparent. A nation which does not educate its most promising children properly will reap the harvest of underachievement resulting from neglect and indifference and will be much poorer as a consequence.

The answer lies also in our fundamental attitude toward human beings. If we believe that every child has the right to expect that school will be interesting and challenging, it is obvious that gifted children have the same right. If we agree that a healthy child needs to use his abilities in

satisfying ways, without frustration or waste, then we know that special opportunities must be provided for the gifted.

Especially for the gifted, the school and parents must see that learning restrictions are eliminated. Effective learning does not occur when a child uses time in unnecessary activity. Instead of putting in time and writing assignments to meet requirements, the child should be learning, intellectually and creatively.

Parts of this book are presented as a handbook, with direct answers to questions about the gifted. The answers in many cases are brief, and we make no pretense that they are complete. All sections, however, are based on extensive research and the study of the gifted. We hope that the content provides useful information on the problems and needs of gifted children, and on constructive ways to meet their needs.

Some of the content is critical of existing efforts for the gifted, for while progress is being made rapidly, we have a long way to go before substantial numbers of gifted children enjoy a meaningful education. We believe in telling parents the facts as they exist, because we believe that such knowledge can be used by them in many ways to help the thousands of concerned educators across the country who want to do more for the gifted than has been possible up to the present time.

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CHAPTER I

WHO ARE THE GIFTED AND TALENTED?

WHAT ARE THE INDICATORS OF EXTRAORDINARY ABILITY?

Does a parent exist who has not regarded his offspring as gifted and/or talented, with "objective" evidence to prove it? If he is a parent possessed of a normal amount of love for his child, probably not. Every child is delightful to watch as his capacities unfold. All children offer satisfaction to adults as they produce new words or new concepts or as they demonstrate new skill in physical, mental, or aesthetic accomplishments.

Some adults, including educators, have contended that all children are gifted; in a sense, this is true. The difference is in degree. Some attain giftedness at levels which will never be attained by others of their age; some show potential for achievement which is extraordinary in their age group. Either the potential of giftedness or actual evidence of giftedness carries with it the promise of unusual future accomplishments.

The accomplishments of gifted people often are described in biographical literature. Interesting insights also come from examination of the performance of these individuals during early childhood. Many of them lived during an era in which large schools were unknown. Their education, which often was obtained in a small village or private schools, was tutorial and was adapted to them as individuals. To provide much of what they experienced as children would require major adaptations within the modern educational system.

The school experiences of three hundred men of genius were described by Catherine Cox, who found much evidence of unusual achievement. For instance, Mozart transcribed almost perfectly the Allegri Miserere of the

Sistine Chapel after a single hearing; Velasquez was a child whose school achievement was decidedly superior; Joshua Reynolds read The Jesuits' Perspective at the age of eight with avid pleasure; Voltaire spent his time at school walking and talking with his teachers while the other children played, and Coleridge spoke of his "unnaturally ripe" memory and understanding, and his unusually early skills in reading and spelling.

Those who contributed as adults in special fields gave early evidence of their talents, as Sidney Pressey (11) has pointed out. Serious contributions were made at ages when these same children, transported to our own era, might have found themselves in elementary schools, or even in kindergartens and nursery schools. For example, Haydn played and composed at six; Mozart, who composed at four, was on tour at age six; Chopin played in public at eight, Mendelssohn at nine, and Schubert when he was twelve. Verdi, Debussy, Dvorak, and Wagner all played, composed, and conducted their own works between the ages of six and seventeen. These examples from the field of music could be duplicated by examples from many other fields.

Not all gifted persons attain the levels of distinction attained by those mentioned above, of course. But among the gifted are thousands who are capable of outstanding contributions. Whether their abilities develop fully depends in large measure on their educational opportunities. The experiences of the men cited by Cox and Pressey bear significant implications for present-day schools. For all of them, similar learning conditions prevailed. Their abilities were noted when they were young, their talents were carefully nourished, and they were given every encouragement to develop their special abilities. There is no record of parents discouraging these

gifted offspring from pursuit of their interests because of fear that they would be limiting their social development. The young were allowed to concentrate intensively without adult prescription of content and schedule, with the result that they developed lasting commitment to their particular field of accomplishment. It is interesting to speculate on the probable adjustment of a young Bizet or Mozart, or a young Gauss or Galileo, to a modern school with its set courses of study, full schedules, and large classes. We may wonder whether Gauss would have made his creative contributions to mathematical knowledge, or Galileo to science; or whether Bizet or Mozart would have produced musical contributions, in all cases before they attained the age of high school completion.

The history of mankind is filled with accounts of contributions made by gifted men and women. Had it not been for individuals like Michelangelo, Thomas Jefferson, Pasteur, Madame Curie, Gandhi, and countless others, the very structure of society and human existence would be radically different.

All of the persons mentioned proved themselves through accomplishments of lasting value. Talents like theirs should be found in multiples within the vastly larger numbers of modern society. And they can be. The question is not whether talents can be encouraged and nurtured. Every adult, parent or teacher, who contributes to the education of the young should be satisfied with nothing less than full opportunity for all children with extradordinary potential.

CAN WE FIND THE GIFTED AND TALENTED?*

The answer is yes, given the will to do so. Giftedness is not a mysterious quality which eludes identification. The problem is not one of inability to identify the gifted, but rather one of priority. Most of the time spent by school psychologists (where they exist at all) is assigned to the handicapped and to behavior problems. Little time is allocated to the gifted. Most school systems rely totally on group tests because of costs; and since group tests fail to measure many gifted children and particularly those with high abilities, fully half of the gifted remain unknown. Group tests are even less useful for identifying the gifted in the primary grades, since many children have had no experience in a testing situation. At this level especially, the test items in the usual group test do not test gifted children adequately. In many schools, tests are not even used before third grade. Teachers may nominate children for individual testing, but their requests frequently cannot be met. And if parents ask that their children be tested, they may well run the risk of being seen as "pushy." Yet, parents have a responsibility to alert the school. As Jacobs (4) has pointed out, at the early school levels parents are better able to identify children as gifted than are their teachers.

Many studies have pointed out that either group tests or teachers

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*Parents and educators who are interested in reading further on identification will find the following publication useful: Martinson, R.A., The Identification of the Gifted and Talented. Ventura, California: Ventura County Superintendent of Schools, 1974. The manual has sections on issues, creativity, identification of economically disadvantaged children, and many other subjects.

who use check lists of characteristics of the gifted successfully nominate only about half of the gifted who can be found when individual tests are used, and the same is true of those who rank unusually high on creativity tests.

The best measure of potential is the individual test and individual study. Individual testing is expensive. When parents request tests, it is helpful to the school if they provide specific evidence of giftedness, such as notations on preschool reading, early talking, unusual words or questions, musical talent, advanced mathematical ability, with specimens of highly advanced art products or of unusually advanced interests. The child who was interested in classes of butterflies as a three-year-old and the five-year-old who is fascinated by dinosaurs and has read about them are examples. Chances are good that school personnel will listen if given specifics and will follow through with a comprehensive individual study of the child and his needs.

Much skepticism related to identification of the gifted and talented has been generated by popular articles on differences between tests of intelligence and creativity. Much of that controversy has subsided with the growing realization that true creativity requires high ability and that abilities are not necessarily separated. While tests of creativity for children are still in the research stage, nevertheless creativity can be identified in the products of children. The child who produces a beautiful poem, writes wonderfully mature plays, paints highly aesthetic and imaginative pictures, comes up with an advanced philosophical statement, invents, builds his own computer, or thinks of an excellent way to solve a long-standing community problem is obviously creative.

Gifted children come from all races, creeds, and economic circumstances. Talents are not confined to suburbia, although this is assumed by some persons. But we have only to look at eminent adults to know that such an assumption is untrue. More is said about this in Chapter 3.

Giftedness is a term which describes unusually advanced growth in various facets of human development. From major research studies we have learned enough about the traits of the gifted to describe a gifted population in academic, psychological, physical, and social terms. Since the descriptions refer to total populations, any gifted individual will differ in some respect. The descriptions are useful, however, as a way of comparing an individual to a gifted population as a whole to the average population. In later sections we will take a look at some of these descriptions.

WHAT CAN WE EXPECT ACADEMICALLY?

Numerous studies have shown that gifted children, as a group, mature in intellectual and academic areas far earlier than the average. Although not all gifted children have taught themselves to read prior to school entry, more than half have, and some have read as early as age two. (7) Parents often recognize early indications of interest in reading when children ask what certain letters are or identify similarities in sound. Many gifted children enter school with no need for formal instruction in reading and actually are hampered in learning by such instruction.

Giftedness is a growth phenomenon and does not appear at a designated age. If the gifted child is given opportunities to learn, he will consistently accumulate more academic skill and knowledge than the average and, as a consequence, will (or should) differ more and more from his age group

as he progresses. This has been found even in groups where no particular attention has been given to the gifted because many gifted children read and learn independently. Thus, groups of six-year-olds attain the academic level of eight-to nine-year-olds; half of the gifted ten-and eleven-year-olds are beyond the academic level of seventeen-year-olds, and so on. (7)

The academic level of the gifted does not reveal the true potential of individuals, however, or the rich diversity of their interests. Even in very young children we find much evidence:

--Eric, who was in kindergarten, loved music and had his own classical record collection. Because the composers' names, like Shostakavich, Moussorgsky, or Villa Lobos, were difficult for him to spell, he catalogued his records by numbers and referred to them in this way. One evening the family was out shopping; when Eric heard music coming from a store, he exclaimed with delight, "They're playing Number 40!"

--Wayne, also in kindergarten, had been referred to the school psychologist as a problem child. He was not interested in the classroom activities and refused to take part. The psychologist saw him several times in the classroom and then took him to her office to test him, or as she said, to "play games." As they entered the office, she hung a sign in cursive writing, "Testing. Do Not Disturb." Wayne glanced at it and said indignantly, "Well! If we're going to be testing, why did you say we were going to play games?"

--Katherine was tested by the psychologist, who did not use any special precautions to conceal the test manual from her since the child was in kindergarten. Finally, when Katherine was given an item which required that she repeat a series of digits, she said, "I think I should tell you that I can read upside down."

--Wendy, age six, had many interests. She enjoyed reading opera librettos and regarded Turandot and Tosca as special favorites. Although she planned to become an opera singer, she also loved history, magic, and geography. She enjoyed giving reports on far-off lands, locating the countries on the map for her classmates, and telling them of strange animals and customs.

--Kenny was described by his first-grade teacher as very outgoing, a born leader, enthusiastic and bubbling over with interests, who enjoyed music and had boundless curiosity about everything. His vocabulary was excellent; his memory, remarkable. His particular skill was in problem solving: applying insight and coming up with the answer.

Although these children were very young and had been in school for a short time, they were already learning with considerable independence, were far ahead of their classmates in a variety of accomplishments, exhibited wide interests, and in some cases, already were pursuing special interests in depth.

Early evidences of individual competence are substantiated by group achievement tests (7): In a large population of more than one hundred gifted first-grade children, the average performance in reading was at mid-third and beginning fourth-grade levels in two section of a well-known standardized test.* Similar competence was displayed by their performance on an arithmetic test.

Even more striking evidence of unusual achievement comes from study of those who scored highest. All of the upper fourth of first-grade gifted pupils were equal to the level of children in mid-year of the fourth grade, and some first-grade children had reached a level of eighth grade. For all of these children, learning content at the first-grade level is useless.

The picture is similar at other grade levels. (7) Three fourths of gifted fifth- and sixth-grade pupils were at or beyond tenth-grade level; three fourths of gifted eighth-grade pupils were beyond the level of college freshmen; and nearly all gifted eleventh- and twelfth-grade gifted pupils were beyond college sophomore level. When a group of high school seniors

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* Gates Primary Reading Test. Tests used for pupils in grades five through twelve were Sequential Tests of Educational Progress. The Graduate Record Examination was used with the high school senior students.

took a battery of examinations designed for college graduate school admission, they surpassed the achievement of college seniors in all subjects. In one field, they surpassed the average of college seniors who had taken their major in that field!

Again, the academic prowess of the gifted is clear, but the versatility and breadth of interests are obscured by group data. Frequently, as gifted children grow older, they satisfy their boundless curiosity in avid pursuit of special interests. The range is apparent in the following account written by a teacher:

> Greg was especially interested in mathematics and science when he was in the fifth grade. He did individual study of geometric forms and made careful illustrations of his findings on the dimensions of circles, triangles, trapezoids, and cylinders. In a special study of the life cycle of gerbils, he kept careful records of weight, length, photographed their development at various stages, analyzed the effect of food on growth, studied the effects of temperature on behavior, and read everything that he could send for or get from the library. He illustrated his project with special diagrams and charts, all meticulously labeled.
>
> He displayed also considerable talent in the arts, apart from the graphic. His paintings were considered outstanding by the art supervisor, who described them as original and creative. He played the oboe with unusual skill and several times performed as a soloist before school and adult groups.
>
> Greg was a good athlete as well and was well liked by others. He especially enjoyed baseball and was an excellent pitcher.
>
> In the classroom he was an excellent student in all areas. He worked well with others and was well liked by the group, as shown by the fact that he was chosen class president.
>
> His fund of information was amazing, extending into many fields. Other children frequently looked to him for assistance on topics where they needed specific help.

The extensive interests of some gifted children may cause concern that they are dabbling without depth or that they are overextending and exhausting themselves. The middle-grade years often are a time of wide-ranging activities, however, and if the child is choosing the activities rather than being scheduled into them by a demanding adult, there is little danger that he will overexert

himself. What may appear to be work to an adult may be seen as fun by the child. Many gifted children have worked out detailed activity schedules for themselves, in order to satisfy their desires, and have dispatched an overwhelming number of activities without any sign of fatigue or satiation.

Often these children center on a given topic and study it intensively, to the exclusion of anything else, for a long period of time. Thus, dinosaurs were the major interest of one primary child; two years later, be abandoned this field for auto mechanics. Later he was immersed in a study of aviation, and still later, his interest in learning to play the bagpipes led to an avid interest in Scottish history.

Some gifted children follow a given field of interest faithfully and consistently, while at the same time acquiring a wide repertoire of skill and knowledge in other fields. Roger, for example, was known as a mathematician throughout his school career. By the time he was twelve, he had absorbed everything that was taught in that subject, not only at his own school but also at the high school. He worked tutorially with the head of the local college mathematics department, passed all of the college courses with distinction, and went on to study by correspondence. He completed many more high school courses than the basic requirements, entered the university early, and specialized in theoretical mathematics.

Other gifted children may have chosen their careers early in life. It is not unusual for gifted children in the earliest school years to talk of their college and career plans. A first-grade child may tell about systematically saving his money so that he can go to college and become a doctor.

Often career choices result from concern for society. One high school senior had established a rigorous independent study schedule for himself in

political science because he was convinced that improvements could be made in our government, and he intended to prepare himself thoroughly so that he could one day run for the United States Senate. Another high school student, a junior, was sufficiently skilled in computer technology that he was teaching a course to highly gifted sophomores. His interest in information processing was related to his eventual academic goal of a Ph.D. in Education. His career purpose was to create a school with a free learning environment, one which would allow students to learn without restriction.

Academically, the advanced learning of the gifted is accompanied by acquisition of knowledge in many fields. Often the gifted follow special fields of interest with a zeal unheard of in other children of their age. The result is outstanding academic achievement and remarkable funds of information. The result also is that these children are far beyond the need for most of the typical classroom content.

WHAT ARE THEY LIKE PSYCHOLOGICALLY?

Here we have an area of growth that has been largely ignored or misunderstood. Misunderstanding frequently comes from the assumption that a law of compensation operates so that a child who is advanced in one area is assumed to be average or not advanced in another. Thus, we have the common fear expressed that a gifted child is "immature " and that he will suffer if he is allowed to follow his academic inclinations and skip a grade or two.

In an extensive survey conducted by one of the authors two decades ago, school administrators expressed almost total opposition to acceleration of the gifted, citing as their reason a belief that the gifted are better off with their chronological peers. While this attitude has changed somewhat,

school personnel still are overly conservative about either advancement into higher grades or about the use of appropriately advanced content. Acceleration was still opposed as a practice in more than 80 percent of U.S. schools in 1972 (1). A usual arrangement has been to advance a child into a group which is one year older or to allow him to use content which is one year advanced. Neither arrangement is a satisfactory solution.

While there are vast individual differences among the gifted in psychological growth as there are in academic growth, a general advance pattern of growth prevails. That is, the gifted child usually is advanced psychologically as well as academically. It is true that some gifted children may be psychologically immature, but this is not true of the gifted in general.

What is the evidence? Persons who have worked extensively with the gifted on a professional basis typically describe them in the following terms: Independent in thought, perceptive, concerned about the truth, persistent, conscientious, devoted to distant goals, questioning, inquisitive, interested in the unusual, critical thinker, inventive, intense power of concentration, long attention span, sensitive, empathic toward others, idealistic, individualistic in work preference, self-reliant, versatile. These are not adjectives which describe the psychologically immature. Rather, the opposite is true. Many of these terms, while descriptive of the original, creative person, also do not describe the person who fits comfortably or productively into the usual group pattern. As Drevdahl put it, the gifted, creative individual does not have the traits that would make him a successful salesman (3).

The general traits listed above have been found consistently in psychological studies of high school, college, and adult gifted persons.

Large-scale studies have indicated more inventiveness, imagination, emphasis on the theoretical and aesthetic rather than the utilitarian, idealism, independence, positive self-concept, less concern with convention, and more creativity in the gifted than in the average population. Anne Roe, in an exhaustive study of eminent scientists, found them to be independent, autonomous, and happily satisfied with the pursuit of their interests (12).

The general portrait of the gifted in adult studies is of well-adjusted, self-propelling, creative, task-oriented, socially concerned and idealistic, independent persons who reject conformity for the sake of popularity, yet who possess unusually high ideals and social values.

Less has been written of the psychological traits of gifted children at the pre-high school level, probably because of the lack of standardized tests of psychological traits for younger children. Perhaps because of the lack of well-publicized data, people have not applied their thinking about psychological qualities of older gifted persons to younger people as well. Psychological traits evolve rather than spring forth suddenly at a time of psychological testing or personality study. The autonomous gifted person who is persistent in pursuit of his goals, who likes to pursue uncommon ideas, who is original, creative, and inquisitive, undoubtedly also was such a person as a child, and as a child, different substantially from his age mates in many ways.

The earlier capacity of the gifted for self-direction has been noted many times by teachers who have described gifted children in the beginning school years as productive and persistent, autonomous researchers and creators. Their attention spans are long. The early capacity for autonomy also can be inferred from downward projection of the results of tests. In the research study referred to earlier, a personality test designed for

adults was used with gifted eighth-grade boys and girls (7)* Comparison of the results revealed a number of interesting facts. The gifted boys and girls were far more like gifted high school and college youth than their own age group. They attained the same levels of maturity on scales measuring tolerance, self-acceptance, self-control, well-being, concern for others, flexibility, independence, social presence, responsibility, and others as those attained by students years older than they were. On the scale measuring responsibilty, the gifted eighth-grade boys surpassed the level attained by a group of successful business executives.

Because the gifted are so mature psychologically as well as academically, many of them can easily handle early responsibility and independence. It is reasonable also to accept the desire of even very young gifted children to pursue special interests persistently and at length. As long as a child wishes to delve into a subject of interest, he should be encouraged, despite his age.

WILL THEY BE MALADJUSTED?

The previously mentioned traits of independence of thought, persistence of interests, and possible nonconformity can be socially uncomfortable traits--abrasive in settings where they are seen as unconventional. Because the interests of gifted persons often do differ from those of the average person, the gifted may be regarded as socially maladjusted or unacceptable in certain groups. Yet this is not a valid assumption when applied to the gifted as a population.

We hear generalizations about the gifted made on the basis of famous

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* California Psychological Inventory

individuals who dealt with the usual social involvements disdainfully. Einstein was the subject of many stories on this point. George Bernard Shaw was another.

Generalizations also can be made in the other direction. Many instances of great social and personal sensitivity can be found in stories about Eleanor Roosevelt, for example. When one observes the behavior of highly gifted persons, one is impressed by the fact that the gifted frequently make adaptations to the other person and his concern. The gifted person typically discusses topics of interest to others rather than talk about his own special interests, often to find a mutual ground for communication. The burden of relating to others usually is assumed by the gifted; rarely is the reverse true, except in selected groups. The characteristic skill with which the gifted person relates to others is a typical indication of his social sensitivity and empathy.

The gifted are generally popular in a social group. The fact that they are well accepted and well adjusted even in situations where no special opportunities are available to them is an indication of how well they assess a given situation and adapt to it. The problem lies in the fact that society has not accepted its responsibility for adaptation to the gifted.

Studies which have been made of the social adjustment of the gifted at school level also have shown that they are better accepted than the average, as a group. They are chosen as class and school leaders and take responsibile roles in activities. Although gifted children at the kindergarten level have more problems than older gifted children, according to their teachers, they still are rated as better adjusted than the average. The likelihood is that the gifted kindergarten child has not learned to

adapt to the realities of school existence, or to use acceptable susstitute means for venting his frustrations. When activities in the kindergarten are uninteresting to him, he is likely to voice his displeasure or to resist in direct ways rather than to keep still, withdraw, or read a book.

Actual social adjustment must be evaluated on bases other than popularity with a given age group. Gifted individuals often need relatively few social contacts, or benefit most from contacts with older persons who have values and interests similar to their own. The gifted child tends to choose companions older than he is. His real friendships may be with those few who share his interests, and if an adult equates popularity with numbers of friends, he may be perturbed about the limited social interests that some gifted youth have. The real evidence of adjustment lies in whether the gifted child has a healthy self-concept. If he is overly involved in gaining the approval of large numbers of his chronological age-mates, he is more likely to lack self-assurance than if he is free to relate to a range of people on the basis of common interests.

One added comment -- occasionally the gifted child encounters difficulty because of his early concern with social problems and with ethics. The gifted, as a group, depart earlier from self-concern to concern for others. They tend to be idealistic and often insist on answers to uncomfortable questions. The very young child who wants to know why the oil companies are allowed to drill off-shore wells when birds die, or asks why we are still sending war materiel which is used to kill defenseless people wants a response, not an evasion. He may question his parents' religious beliefs and want to explore alternative beliefs. He may want to know why a politician is given a suspended sentence for graft, while a thief from a minority group gets

years for armed robbery. He will not accept, "Because I said so." He expects serious questions, even though the questions are not typical of his age group. And honest answers should always be given.

The goal is not fitting the child to a group as a compromising, unquestioning member but rather encouraging the child to develop as a potentially valuable contributor to society. The truly socially adjusted gifted child is one who can use his capacities for the constructive analysis and solution of problems rather than suppressing them and pretending that they do not exist.

Gifted Children and Their Experiences in School

The experiences of children in school vary widely, but some are the common lot of the gifted. The accounts which follow illustrate these experiences and provide further information on the traits of the gifted.

KARLA

When Karla was young, she was fortunate enough to enter a country school, one of those increasingly rare schools which are small and multigraded. She was also fortunate to have as a teacher an elderly but bright and dynamic teacher who had retired from a career as county superintendent of schools. Kate, as she was called behind her back by the children and to her face by the parents, was somewhat formal in her approach to learning but flexible enough to allow children to work across grade barriers.

On the first day of school, Karla read through the preprimer, primer, and first-grade books which were available and set them aside. When Kate asked her why she had put the books down, she said, "I've read all of them." Kate checked and found that she not only could read these books but also books for middle and upper-grade children. From that day on, Karla took part in all group activities. She "audited" the curriculum of all eight grades, read freely and widely, participated in the multiage play activities, experimented in the arts, and generally had a good time.

It was when she entered an urban second-grade class that things began to change. No longer were wide options available to her, and she began to participate in group activities which placed little or no demand on her abilities. Although she had read the texts long ago, she read them again. She turned in papers for spelling and arithmetic because they were assigned and because she assumed that the teacher, whom she wanted to please, wanted them.

The teacher proudly told Karla's mother at Open House that Karla was in the top reading group. Karla's mother, also a teacher, refrained, with mixed feelings, from telling her that Karla was reading Kipling and adult-level books at home.

Throughout her elementary years, Karla was regarded as a "top" student, but no special provisions were made for her. Her real education came from avid reading. Some of her first problems also came from this intense interest; although Kate's school was only a block from her home, she was late every day. She habitually immersed herself in science books and left for school at a sprint as the bell started to ring. Fortunately, Kate knew the reason and bent the rules a little.

In the seventh grade, Karla, who had become an excellent pianist, asked to learn the accordian. In a few days, she had developed considerable skill. She wanted to learn this instrument because it was popular with her classmates, and she saw it as an avenue to acceptance and status. She also joined a small singing group for the same reason and became a close friend of several of the participants.

The next year produced a crisis for Karla. The mathematics teacher, who was a casual friend of the family, was known by the students and faculty as a hard task-master. He worked with his entire class at once, expecting every child to compete with all of the others. One of his favorite means for maintaining close attention was to call on students to work difficult problems before the class. When the students failed, he would select others, call on them one by one, and then say, "OK, Karla, show them how to work it," or "Karla, you'll have to do it for them."

Karla, who was far more sensitive to the feelings of those who failed than he was and who was resentful of the role in which he had cast her, pleaded with her mother to arrange a transfer to the adjacent community. This was done.

Her problems did not end there, however. She found that one teacher did not know his subject, and she faced the dilemma of confrontation or adaptation to his concepts. He had been assigned to teach English, apparently without the necessary preparation. Karla tried to question one or two of his erroneous statements privately but encountered flat resistance. She then talked over the problem with members of her family and decided that she would hand in papers to Mr. Allen, done according to the errors of Mr. Allen, since she was trying for a perfect A grade record and eventual scholarships. She resented the compromise but said that Mr. Allen plainly didn't know, didn't want to learn, and he might punish her by lowering her grades, justly or not.

Throughout her secondary school career, Karla took extra courses and took part in a wide range of activities. The one course that she avoided was journalism although she especially enjoyed writing and thought she would like it. It was well known that only the editors of the school paper and the annual received A's, and Karla was unwilling to risk a B and possible loss of a scholarship. The decision was wise, in a way, since she received

a full four-year scholarship at one of the best universities in the country. In another way, it is too bad that a promising young person must avoid a potentially interesting course because of punitive grading practices.

Karla herself regards her school years as a continuous process of adaptation to requirements; she met them and put in the time. Rarely did she have time to learn freely. She was not unhappy because she genuinely liked others and adapted to them. She was popular with both boys and girls and had several close friends who eventually entered the same university she did.

Probably the school made little educational impact on her but served instead as a setting in which she spent time with others as she grew up. In a sense, the impact was negative because Karla found that some of her dilatory behavior and poor work habits later created difficulties for her, especially when she encountered the freedom of the graduate school.

JOHN*

John first became known to the persons who described him when he entered their school as a sixth-grade pupil.* John had mixed reactions to his teachers. He liked his math teacher because he never used the book, used mimeographed sheets, and conducted relays at the blackboard. His science teacher was dull, and the students made a game of gradually changing the subject to interesting discussions. John frequently was assigned sentences to write twenty-five times, but he relied on the teacher's forgetfulness and usually avoided the task.

For a while they had another teacher who was a substitute for one who married and moved away, and John said that he and his friends "goofed off" and were rowdy because she treated them like kindergarteners. A new teacher was much better, and John was delighted with the opportunity to make creative book reports.

During the sixth grade he fell in love for the first time; he asked the girl to "go steady" and she accepted. He found it difficult to talk with Mary, however, and ruefully said that she must have been extremely bored with his discourses on Communism.

John had a number of friends, and apparently was well liked. He told, however, of his first venture into politics, when he ran for a class office and was badly defeated.

In the seventh grade, John expressed his dislikes as memorization

* The information on "John" is taken from information furnished by one of his teachers, Barbard Covey. The study which includes John's history is listed in the bibliography (9).

of dialogues and personal censure from one teacher. He liked one teacher who made the students think and held interesting discussions on current issues; another taught them to express ideas in formulas. John always did his homework in class the day it was due, meanwhile trying to convince the teacher that he didn't do so by going to the board and solving problems from the assigned work while he was there. John got away with it because, according to him, the pace of the class was slow. He described it as beyond half of the class and below the others.

John was characterized by one of his eighth-grade teachers as an intellectual aesthete, isolated and meditative, with standards of excellence for himself that far exceeded any standards commonly set by teachers. She also called him a voluble extrovert, stormy and impetuous, with the soul of a poet, who could be a veritable devil in a classroom situation.

This teacher found him more stimulating to talk to than ninety percent of her adult friends. He had read widely from works such as those of Stephen Crane, Samuel Beckett, Kafka, Orwell, and Emerson; knew a great deal of science ranging from botany to archaeology; and was knowledgeable in history and current issues. He could discuss the relationships of music, literature, and philosophy in various historical periods. Although he had succeeded in educating himself better than many adults, he had been accelerated only one year in school.

John's real love was creative writing, and as an eighth-grade student, he wrote prolifically. The following is a sample:

THE FOREST

The forest appeared
a thick wall
of separate and
separated trees.
Green hung
on dark branches,
branches the color
of the soil beneath.
The humus
crackly with freshly
fallen needles
was a mat
of moist death.
The stars wearily
faded
from the sky
or the fragments of the sky
as seen from the forest.
The sun would soon
rise.

The forest would change its
alias of death
to the mysterious twilight
of life.
But now stood the forest,
introverted,
absorbed in spinning
through space
at speeds unknown and unseen
in the
Antepurgatory of non-existence
Forever.

Other teachers with whom John had contact during the intermediate school period had mixed reactions to him. The library teacher castigated him for refusing to do routine tasks; she often found him in a corner reading instead. Another saw him as disorganized and as an immature, disruptive student who needled teachers by competing with them. A science teacher commented on his high intellectual capacity and reasoning power but criticized him for wanting to work only on projects that interested him. He felt that John lacked drive and follow-through.

In high school, John went through a crisis period during which he found all school completely irrelevant, and as a result, he decided to drop out and try to attend continuation school. Although the continuation school was designed for students who had left school because of a variety of problems, John felt that the flexible curriculum and availability of free time would enable him to learn without interference. Since the available resources were not designed for a student of John's intellectual capacity, John's solution probably would have led to complete withdrawal.

Finally, a professor at a neighboring college learned about John and invited him and his parents to the college to discuss early entry, despite the fact that he had not finished high school. After some planning, John entered college and initiated a busily successful program of studies and partciipation in theatre production.

The evidence in John's background suggests strongly that he has progressed already beyond the need for many of the standard college and university requirements. Because schools at this level also contain much rigidity justified in the name of "standards and requirements," he undoubtedly will continue to make adaptations, if he remains in school.

MALIE

Malie is black, and her school experiences unfortunately are typical of those who live in many ghettos based on color cleavages. The school system which she attends directs its principal efforts toward remedial teaching. Attention is concentrated on slow learners and bringing the school population "up to the norm." The expectations of the school personnel are that the vast majority of the students will terminate their education at high school completion unless they drop out, and that only

occasional students will enter any college other than those offering technical/vocational education.

Malie was identified as gifted when she was in Head Start. The results of the Stanford-Binet test showed that she ranked in the upper one percent of the population. In Head Start, this information had little impact. Though Malie had taught herself to read as a four-year-old, she had little access to any books other than picture books, either at school or at home. The teachers described her as a "problem" and punished her frequently by isolating her from the group. She would not participate in the group activities, and when she did, she was extremely bossy and domineering.

Kindergarten was no better. The information on her abilities was not transmitted to the elementary shcool, and her mother, who worked to support the family, was fearful of contacting the white teacher and principal regarding Malie's dislike for school, thinking it might result in even more difficulty, fighting, disrupting, refusing to participate, and in frequent isolation.

In the first grade she calmed down somewhat. Her behavior was described by her teacher as somewhat dull and apathetic. This teacher had been warned by her colleague about Malie and allowed her very little freedom. Malie's reaction to the entire situation was to withdraw, and she spent a great deal of time daydreaming and doodling. She rarely finished her work sheets, and her grades were poor. There were no materials in the classroom beyond those used by the three groups in reading and arithmetic, and the class textbooks in other subjects.

Malie entered the second grade with the reputation of being a slow learner, difficult as well. Fortunately, her teacher was one who provided a wide range of library materials, borrowed science kits from the curriculum center, established an art center, took the children on frequent short trips around the community, and gave the children time to pursue their own interests. Malie adored her and blossomed under her guidance. In the middle of November, the teacher (a psychology major) gave Malie and two other children individual intelligence examinations and found that two of these three reputedly slow learners were in fact intellectually gifted. During the remainder of the year, Malie and the boy were given many opportunities to use their abilities, both independently and in the context of class activities. They, with two others, comprised a cluster which functioned with more independence and less frequent teacher supervision than the others.

This teacher provided an anchor for Malie during her remaining elementary years. Malie frequently visited her and discussed a range of subjects. The teacher provided her with books related to her interests and in many ways compensated for the somewhat routine experiences she had in ensuing grades. Although information on Malie's abilities was available, the teachers had difficulty in finding time for any special attention.

Malie is now in the eighth grade. In her departmentalized school,

no attention is paid to individual differences in ability. The same assignments are given to all class members, and the slow learners are expected to complete a part of each assignment. Malie, on one of her infrequent visits to her former teacher, confided that she had learned how to "beat the sytem." She complains frequently about her inability to do the work, which in reality is boring and a waste of time, and makes agreements with her teachers that she will hand in a section of the assignment. This she does, carefully extending the time spent in class to convey the impression that she is having great difficulty. The result is that she finishes the work, has no homework, and is free outside of school to read. She hates school and can't wait to reach the legal age which will permit her to drop out of school.

The tragic possibility is that she will drop out. Unless her former teacher, or some future teacher, is able to convince her that she should finish school and prepare herself for an occupation that will be satisfying to her, she may find herself in a type of work which will be an extension of the frustrations which she has encountered in school. Even though her mother knows that Malie is "smart," she has had very little education herself and does not regard a college education for girls as necessary.

The dilemma of Malie is the dilemma of many children whether black, Chicano, Indian, or from other groups where color and/or lack of money deprive children of proper opportunity. Often the assumption is that there are no gifted in the community. The result is that the gifted are not identified and since they are not, the assumption persists. And the children continue to be neglected!

DONALD*

Donald is of mixed American Indian and Caucasian parentage. His parents divorced when he was an infant and he was raised by his mother until her remarriage three years ago to a man of Korean parentage. Donald now has a two and a half year old sister who also exhibits signs of higher than average intelligence. His stepfather is the youngest son of an inventor listed in the most recent edition of Who's Who in Science.

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* This biography and those of Carol and Tom were written by Beverly Coodloe.

artistic endeavors. He plays the violin and won a school music competition after having studied one semester. His stepfather is teaching him to play the ukulele. Science is his consuming interest at the moment. He is in fifth grade but pursues his scientific interests with seventh- and eighth-grade students at a different school.

Donald's verbal ability is not unexpected in a gifted child, but his sensitivity to words is extraordinary. Recently he won a district-wide Americanism essay award.

Chess is his favorite game and he often plays with much older partners. However, he tackles any game, discussion, or project with the same enthusiasm. He also loves puns and jokes.

His art is unusual and shows highly imaginative color combinations.

Donald's early school experiences (while he was on medication) was in highly structured, religious schools. He is now in an innovative public school, and though he dislikes the noise and confusion at times, he functions in a highly superior way.

Donald is a multi-talented gifted child. He combines his love of science with a sensitivity to language and beauty. As he grows in his new, supportive environment, he reveals more and more talents and potentials.

CAROL

Carol is thirteen and comes from a white lower middle-class background. Her father finished high school by certificate while in the Navy; her mother has been to college. Five of her siblings are enrolled in programs for gifted children at school. Carol is a middle child, small but healthy. Her late birthday places her in the seventh grade; she has almost perfect report cards every year.

Carol began talking at 9 months and walked at 12 months. Her pugnacious and playful personality has earned her the nickname of "tiger." As an infant she loved manipulating objects or taking them apart; at 10 months she could build a three-block tower.

Her scribbling soon turned into representational drawing. She still perfers line drawings to all other art forms. Right now she draws sophisticated stylized cartoons on posters, reports, editorial protests, in fact on almost any paper she can find. Her family claims she even doodles on the toilet tissue.

Carol is not only an outstanding artist whose decorations helped win a local contest and brought offers for paid decorating, but also a proficient oboist. Her present instructor, a former first oboist with the New York Philharmonic, has her work on very difficult pieces with great success.

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Carol has a quiet sense of humor which is manifest in her art. Unfortunately her present school gives her little opportunity to develop or display her talents. Most of her recognition has come from the community. No doubt she will have a better chance to use her talents as she develops her personal style. For the present she just keeps drawing.

TOM

Tom is nine years old. He changed schools frequently until his divorced mother married a middle-class businessman and moved to a surburban community. He is healthy, friendly, and alert and gathers a great fund of information through his habit of persistent questioning.

Tom qualifies as gifted on the Binet test but is a poor reader, almost at the remedial reading level. In class his aversion to reading makes him dawdle over anything he can find. Consequently he is usually labeled lazy by his teachers, who are all amazed that he is identified as gifted.

Tom's talents are expressed in unusual ways. He embellishes even a simple report with many colorful decorations. He may not do his assignments, but he often brings in huge models that he has constructed at home.

Verbally he is quite proficient. He expresses himself very well and has sensitive insights which his teachers could recognize more easily if he also wrote well. His speech is full of fantasy, and he revels in puns.

His present school situation is flexible enough to allow his creative talents to develop. He is independent and doesn't mind risking the disapproval of his peers by giving unusual answers or comments. Everything he creates shows a similar independence.

Tom is only beginning to explore his creativity. At this stage, an adult friend observes, he looks like either a budding Frank Lloyd Wright or an incipient Rube Goldberg.

ERIC

We shall conclude with the case of a child who had both good and bad school experiences but whose home environment is a great asset to him.

The discussion differs in structure from the others in that the parents together presented their views on a tape recorder. This is how it was: (The parents are designated by F and M.)

F: This is a discussion of our son, Eric, who is six years and three months old. He weighs about forty pounds now and is below average height for his age group. His health is generally very good.

M: He's a very sensitive child, easily over-stimulated. He also is very affectionate.

F: He demands answers to questions and if you say the wrong word he gets very upset. He is very compulsive about it.

M: The first thing that we noticed about him was that he needed constant stimulation, starting when he was about a month old. He couldn't be left in one place longer than five minutes or he would begin to cry. He needed to be moved to his side or propped up so he could see something different, about every five minutes.

F: I remember we had a mobile over his bed so he wouldn't be bored, and we would hang something over him at the dinner table so we could eat in peace.

M: He was very sensitive to sound at an early age. Loud noises upset him. When we were in the car and a siren passed by, an ambulance or something, he would scream and cry for the rest of the trip.

F: When the garbage man came by to pick up the garbage, the clanking of the cans outside made him cry. The noise disturbed him.

M: I thought he showed great sensitivity to his environment. When he was seven months old, we moved into a new neighborhood, and there was a girl there who was sixteen months old. She also turned out to be gifted. At that time she could walk and talk in complete in sentences, and he, of course, couldn't say anything. But at that time they played games together which seemed to be structured and had rudimentary rules. They took turns playing hide and seek and also in climbing into his toy box so the other one could pile the blocks on the one outside.

F: His first complete word was "picture" when he was fifteen months old. We kinda worried because he didn't walk until he was fifteen months. When he did start to talk, he used a lot of words together. One of his first sentences was "Kitty is playing with the ball." By the time he was two and one half he was using sentences as long as sixteen words. He memorized nursery rhymes when he was two and one half.

M: We began to suspect that he was bright, really, when he taught himself to read.

F: Let us put it this way: Eric began to ask lots of questions about letters before he was three. He would ask about gas station signs when we were in the car and the next time he would read them. The same thing with cereal boxes. I guess he began reading a book, a child's book, when he was four.

M: Also, he has never read phonetically. He doesn't piece words together, bit by bit. He just learns words and that's it.

F: He reads now, in the first grade, roughly around fifth or sixth grade level. The teacher gives him special reading assignments. He's been reading books like the Wizard of Oz and Pinocchio. He's had trouble with some of the junior high versions he has brought home. Now for music. Grandma said when he was ten months old that he had talent in music. But you know how grandmas are! We began to believe her when some of our friends said that Eric had perfect pitch. He was able to reproduce sounds without cue, without having to have a note sounded for him. My mother said that he could sing songs on key when he was ten months old, but we didn't believe her. But we provided him with musical stimulation, and you can imagine with both of his maternal grandparents interested in music that he got plenty of it. He has his own record player and he has had it for several years. He has a whole library of personal records. He memorized songs, and in fact, he listens to some of our music and memorized some of the Beatle albums when he was two and one-half years old. We have a note in our baby book that he bounced in time to music when he was ten months old. When he was two, he knew songs from five different albums and could dance, which he did frequently. He composed his first melody when he was three and one-half; we have a copy of it because my wife wrote it down. He also composed a song for his sister when she was born. When I say compose, I mean three or four lines, that's all.

M: By the way, he has always been quite slow in art. He isn't very good compared to the other children in writing or drawing. His teacher sends home reports that his handwriting and art could improve, also that his physical education could be better.

F: His first representational drawing was of you, wasn't it? In the back yard with chalk. Great big Mommy?

M: You were at my feet looking up and the drawing had enormously long legs and a big stomach because I was pregnant. No--he drew that a year later, when he was four. We were amazed that he could remember this--a creature with long legs and a huge stomach.

F: When he was in nursery school, the teacher said she played the piano for him, but he wouldn't participate at all. He wouldn't sing at school, and yet at home he would sing and sing, and on key.

M: My mother said she thought it was because the auto harp was out of tune, so he wouldn't sing with them. He also wouldn't participate in learning the letters and sounding out their sounds, because he already knew. When he went into kindergarten, he had an interview. The teacher gave him some blocks to work with--circles, squares, etc. He knew the names of all these when he was three. She asked him to draw the shapes, insisting in fact, and he became very upset and put his head down on the desk. She tried to get him to draw a father figure, and he said he couldn't. She insisted and gave him a stick figure to follow as an example. When he refused--the example didn't look at all like his father--she warned me not to expect too much from Eric; he would be the youngest in the class. At that point I got angry and told her that he was reading at third-grade level, and I thought he was ready for kindergarten.

F: We got him placed with another teacher someone had told us about, and we were lucky. She was the first professional person to tell us that we had an unusual child. She was aware of his shyness and was doing something about it. She arranged to have him bring the mail to class. This was Eric's first responsibility, and he felt very good about it--he took it very seriously. She also let him read the announcements. The principal also was unusual. He invited Eric to his office once a week, and Eric read stories to him. This teacher also confirmed that his motor skills were slow. He's good in math, too. He asked to play games with numbers and knows almost all of his multiplication tables through the nines. I think it's all a matter of memorization, just as with words.

M: About every six months he sets out to learn something new. When his grandmother told him there are eighty-eight keys on the piano, he decided to learn to count to eighty-eight and almost drove me crazy for a month until he knew how. He keeps at something until he has mastered it and then starts something new.

F: The kindergarten teacher was amazed that he had a concept of minus. At home he had asked what happens when you take away and have zero. I told him about minus one, and so on, and didn't think he had grasped it, but he did. Also, he asked how high you can count, and I told him to infinity. "What's that?" "It's endless." I believe he has this concept.

M: He taught himself to tell time, through asking what time TV programs came on, when he was four.

F: His grandmother has taken him for some time to the Philharmonic concerts. She says he is completely involved and copies the conductor in rapt attention. He keeps perfect time and uses his hands perfectly. We've never seen this.

M: He plays the resonator bells--complete tunes and makes up his own tunes. He also plays the auto harp.

F: He learned first with numbers, then letters or the chords, and now plays without any help, just as fast as adults. He has gotten more social. His kindergarten teacher was superb. She said there was one particular first-grade teacher that she wanted Eric to have and has got him into her class. This teacher has been equally good. She asked us to let her know when he had a particular interest, and she would let him pursue it. Once when he was on magnets, she had him teach the class.

M: He helped a child who had entered late catch up by teaching him in the "I see Sam--see Sam" books.

F: Those books, by the way, nearly drove us mad. Eric couldn't bring them home until the class had finished with them, but then he insisted on reading them because that is what the other children did. The teacher did have him read other books.

M: He read to the class when they were resting.

F: Now he likes to talk about philosophical matters--death, religion, God. When we talk, he seems to grasp the meanings and says, "I see." We tell him what we think but also tell him that there are other points of view.

F: To sum up --he grasps concepts very quickly. He is very impatient and wants to know immediately. He tends to be sarcastic when people aren't accurate in what they say. He is more social since going to school and is more athletic. It seems like he's out-of-doors half of the day. He stays away from games that take big motor skills, but he often directs the other children. His writing and art are getting better.

M: He isn't conceited about his abilities. He plays with other children who aren't as bright and has a good time. The other children accept him. In kindergarten the children would tell the teacher that Eric is smart. When I tutored in the kindergarten in Spanish, I prepared my work geared to Eric and had to adjust. I didn't realize how much longer his attention span was than the rest of the children. Also, I found him a disruptive influence because he interrupted by asking questions about words, how they are spelled, and other questions that didn't interest the rest. I find that he had a very methodical mind--it's like a computer. He stores knowledge to use later. He is very sensitive. He reaches out to grasp knowledge.

F: The rest of our family describe Eric as a sweet, quiet, affectionate child. We don't find him quiet!

It is evident from these case studies that gifted children show widely varying interests. They show promise of success in many different fields. The task of teachers and parents is to provide them ample opportunity for learning, outside of school if need be. A child who is highly advanced in art, music, or science may need education beyond what is available in school. Parents and teachers can cooperate to assure the education of a young oboist or a young researcher much as they would for a young Arthur Ashe or Billie Jean King.

It should be evident too that gifted children grow in very different ways. A child may be gifted verbally and immature physically. One may be highly advanced artistically but less sociable than his peers. Such differences from the norm should be accepted and respected.

CHAPTER II

NEGLECT OF THE GIFTED

According to the 1970 census, some 61,700,000 children attended school in the United States. Of these, many are gifted. Estimates of frequency vary. The U.S. Office of Education, for example, uses a 3-5 percent figure because of their emphasis on experimental programs and on such talents as psychomotor abilities, as well as others. Others are higher percentages. We are using 2-3 percent, which also encompasses talents as well as intellectual giftedness but which is a range that defines a group clearly different from the average. On this basis, we can arrive at a guess of about one million to one and one-half million. The term "guess" is a deliberate choice, for only a small number of gifted individuals are receiving even partial attention, and the true numbers are unknown.

The one to one and one-half million gifted are of school age. The number would increase by some four hundred thousand if gifted and talented preschool children were recognized and provided with opportunities to learn. That they are ready for such opportunities is clearly evident from Chapter I; yet preschool provisions for the gifted and talented are non-existent, except in a few experimental programs or through privately supported nursery schools.

HOW WIDESPREAD IS THE NEGLECT?

The public has failed to provide for the education of the gifted in any significant way. Many persons argue that the gifted and talented <u>are</u> cared for in the schools and that they are not neglected. In some instances, these persons are perfectly sincere, but their beliefs are based on

assumptions rather than facts. In most states, the gifted and talented still arouse little special concern; their educational needs are assumed to be similar to those of the majority, and special opportunities are equated with "special privilege" and "elitism." The neglect is clear when we examine the fiscal facts, numbers of pupils involved in programs, resource personnel available, estimates of teacher preparation needs, and other data (6). For many years we have steadily improved the educational opportunities for the mentally, physically, and emotionally handicapped and should continue to do so. But at the same time, we should recognize the exceptional needs of the gifted as well and realize that neglect can produce mental and emotional problems for this group, too.

FISCAL FACTS

The limitations of financing for the gifted must be viewed from the standpoint of some one million five hundred thousand gifted and talented children and youth, living in all fifty states, in various communities, and in all socioeconomic and ethnic groups. Very few of these children are included in any program, even on a part-time basis.

In most states, educational provisions are theoretical rather than actual, if financing is used as an indicator. Only eleven states specifically allocate funds for the gifted, while twelve others provide unit support to systems on the basis of studies or program proposals (13). In those states which make financial provisions, the allocations are meager.

The states which spend any money on the gifted allocate amounts which provide little opportunity for yield. For example, the $80 per pupil per year, which is allocated in California (1973-'74) amounts to 44

cents per day per child. This amount was reduced to $68 per pupil by the State Department of Education in 1974. In Illinois, the amount was twenty-eight dollars per pupil per year in 1970. North Carolina has conducted studies, run state-supported summer schools, and is one of the few states which has assigned responsibility for the gifted to a specialist; yet in 1970, in this state, eighty-one percent of the gifted who were eligible for classes were not involved in any special programs. In Georgia, only nine to twenty percent of the gifted were getting specially designed teaching (6). More recent specific figures are not available, but changes seem to be in the direction of added state personnel rather than broad, per pupil support.

The $68 spent in California is only a portion of the amount recommended in a three-year statewide study which assessed programs both from the standpoint of value to pupils, and costs. At the time of completion in 1960, the study staff recommended to the state that up to $25 per pupil per year be allocated in order to provide the kinds of resources which they had found to be effective with the gifted (7). The initial allocation of $40 which was made by the Legislature represented only the costs of identification and pupil case study, and was intended to launch the program. More than ten years later, the program is still in the launching phase, despite the incontrovertible evidence from the study that pupils benefit in many ways from proper educational fare; indeed, financially the program has regressed if inflation is considered, as it must be.

School systems fare no better unless they have special resources available which can be exploited and unless the administrative decision-makers use the funds for the gifted. In twenty-seven model school

systems--chosen as "model" because of their excellent programs for children with special learning needs--the amount spent on the gifted was one-tenth that spent on the average program of the handicapped. Only five of the "model" school systems--had any program at all for the gifted (6).

With the greater accumulation and disbursement of funds at the federal level, one might assume that funds for the gifted from that source are used at state and local levels. This is not the case at all. Recent data indicate that forty of the fifty states used no federal funds for the gifted and talented despite the availability of such funds. Those states using funds served limited numbers or distributed funds so widely that the real impact must be questioned.

California, which contains more than ten percent of the total school population of the United States, used federal funds for only 80 gifted pupils.* Two smaller states, Virginia and Maryland, claimed vastly greater numbers of gifted pupils served: 42,593 in Virginia and 115,251 in Maryland. The claims are less than impressive, however, when one considers that the totals of $326,504 for Maryland and $60,757 for Virginia amounted annually to about $1.43 per gifted pupil in Virginia, and $2.83 per gifted pupil in Maryland. Again, the amounts are pitifully meager when the needs are considered (6).

An estimated 180,000 pupils out of the entire population of gifted and talented children in the United States derived financial support from Title III, but the amount spent was $6.80 per pupil per year on the average (6).

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*Mimeographed statistics. Bureau of Special Education, State Department of Education, 1971.

A recent nationwide survey revealed that 62 percent of the states used no federal funds for the gifted even though such funds were available. Another 24 percent used federal funds only on a very limited basis (6).

The low priority given to the education of the gifted and talented becomes even more obvious when one examines the 1974 expenditures of the state which conducted the first statewide study and established the first programs: California.* The number of gifted children identified for special programs represented 53 percent of all children with special educational needs; the allocation for their education amounted to just 5.1 percent of the special education funds. Two programs, for the mentally retarded and the educationally handicapped, which included 58,000 children or 64 percent of the number represented by the gifted, receive support eleven times greater than that allotted to the gifted. We suspect that similar or even greater disparities can be found in any state.

WHAT PERSONNEL ARE AVAILABLE?

One may claim that, even without special funds, provisions can be made for the gifted and talented through the intelligent use of existing resources. This claim presupposes that school personnel are aware of the special needs of the gifted and that the personnel understand how to capitalize on resources effectively. What is the actual situation?

At the local level, little attention of a systematic nature is allocated to the preparation of teachers. Only a few colleges and universities nationally provide a program of courses for teachers, and

*Mimeographed statistics. Special Education Information Unit, State Department of Education, April, 1974.

school systems across the nation do not generally compensate for the lack of preparation by providing in-service training. The result is that in many states teachers must rely entirely on independent study to further their knowledge of the gifted.

A fairly recent survey revealed that only 12 of 204 national experts on the gifted and talented felt that teachers were adequately prepared to work with this population (6). The same group agreed emphatically that school psychological workers and administrators also lacked proper background for meeting the needs of the gifted.

One promising development is found in the recent rapid increase of state-level specialists. In 1972, only ten states had even one person assigned the responsibility for the gifted for fifty percent or more of his time. In 1974, 17 states had assigned special personnel to the gifted. Much credit for this change is due to the efforts of the new Office of Education unit on the gifted and talented, and their sponsorship of the Leadership Training Institute.

Local leadership is often part-time. Responsibility for the gifted may be assigned to a general curriculum consultant or to a special education director. These persons have limited time available for the gifted because of other duties and typically devote most of their time to those areas which provide the greatest financial support or the most obvious pressure. The emphasis thus goes first to the general classroom or to the handicapped; the gifted and talented come later.

CAN'T THE INDIVIDUAL TEACHER PROVIDE FOR THE GIFTED?

Many teachers try to provide for the gifted, if they are aware of their presence. The difficulties under which they operate, however,

preclude meaningful and complete provisions. In order to give the gifted and talented the necessary latitute for learning, often with specialists, teachers themselves must function within a different frame of reference.

Teachers need encouragement from administrators and supervisors to release the gifted child from unnecessary standard classroom requirements. They also need support in seeking learning alternatives for the child, at times away from the classroom or school. Planning for a given gifted and/or talented child should be based on the different capacities of the child and reflect an understanding that the true role of educators is often that of providing opportunity for learning rather than directly teaching.

That action has occurred infrequently is evident in examination of practices. Many administrators speak of "their gifted program"; few programs actually exist. When a program for the gifted is confined to enrichment in the regular classroom, the opportunities for the gifted child depend directly on the ingenuity, dedication, and time of the teacher. This teacher often has thirty or more children, many with severe remedial problems which also demand constant attention. Too often, the child is tied to the existing curriculum, and enrichment means the standard requirements plus somewhat advanced materials related to the requirements, <u>if</u> the teacher has the energy to locate them. If the interests of the gifted child are unusual, he must satisfy them elsewhere. Enrichment in the regular classroom is difficult to provide. Yet it is by far the most common practice because of the assumption that children live with all types of children when they work together in common

situations with common content.

Actually, it is usually difficult to perceive any real differentiation for the gifted in the regular classroom. If such differentiation existed, then those most concerned about the gifted would be aware of it. Yet, nearly 90 percent of national experts surveyed agreed that programs at at the primary grade level were rare or nonexistent in their communities (6). The same experts also found few programs at other levels. In high schools, where most programs are carried on, 79 percent of the experts knew of few or none (6).

The confinement of the gifted and talented within the standard administrative structure of the schools gives creative teachers fewer opportunities to differentiate for them. We should not single out teachers for criticism. Indeed, the fault is universally shared by the general public, by administrators, by special consultants, and teachers. The general attitude toward the gifted is indifference. To eliminate indifference, it is necessary to consider and understand the causes.

CHAPTER III

THE CAUSES OF NEGLECT AND THE RESULTS

WHY DO WE FAIL TO IDENTIFY THE GIFTED?

Gifted children may enter school, perform to the great satisfaction of their teachers, and in the transition through the grades, never have their real potential recognized. They meet requirements easily, complete their work, conform to expectations, and all the while, limp along in low academic gear. Two factors contribute to their unsatisfactory level of accomplishment: One is the very real desire of young gifted children to please their teachers, and the other is the lack of opportunity for the child to perform or to use material sufficiently advanced for him to reveal his true abiliites.

As these children go through the grades, they learn to expect curriculum which is largely adapted to the norm, and so their functioning is also adapted to this level. If they accept the work and complete it conscientiously, they are usually praised as good students. If they rebel because of frustration with unsatisfying work, they are regarded as "problem" and the teacher may not recognize the cause of their frustration as a need for challenging work. The greater probability is that the pupil will be seen as a poor student and that he will in time learn to regard himself as "dumb."

Teachers are likely to nominate as gifted those who achieve well, who conform, who dress neatly, and who meet classroom expectations conscientiously. As pointed out earlier, the means for identification of the gifted in common use throughout the country, such as teacher nomination or or group tests, cause us to lose half of the gifted. The success would be

far greater with careful individual studies and individual tests, but very few schools can or will invest the necessary funds.

The logical point at which gifted children should be recognized and their needs met is at school entry. The young gifted child enters school with eager anticipation. But typically, the child has progressed to a level at which he is almost certain to encounter difficulites. If he reads, he does not need a reading readiness program; if he knows mathematics, he does not need experience with beginning number concepts. This child is particularly vulnerable because he has not learned how to use substitute activities, to withdraw, to conceal his frustration, or to postpone expression of feelings; he is more likely to express himself openly and directly than is the older gifted child. Because he is more than ordinarily skilled in learning and enjoys learning, his frustration when his learning is impeded is greater than is the case with other children. And because he wants his teacher's approval, his ambivalent feelings and actions cause turmoil for himself as well as for the teacher.

Some young children resolve the conflicts by adaptation and withdrawal; thus they become dropouts from learning at very early ages. While many learn outside of the school setting, the patterns of minimal achievement affect their total performance.

The effort to identify and provide for the gifted should be carried on consistently at all grade levels. Many children attend several schools, and mobility is the rule rather than the exception for most. Because identification programs often are limited, and records of children are not always transferred, parents and teachers should collaborate in transferring information on children's abilities.

The failure to identify gifted and talented children may be due also to lack of understanding. The person who is unaware of accomplishments may fail to realize the true needs of a child. Thus, the teacher does not know that a ten-year-old child enjoys adult literature, relishes work in advanced mathematics, knows a great deal in physics and chemistry through independent study and experimentation, or that he composes serious music; he may assume that subject matter which is one or two grade levels advanced will provide "enrichment." Unfortunately, such content can be just as boring as that of the given grade level, and the extra time spent by the teacher in the search for the materials wasted.

Some persons honestly feel that too much attention is given to the gifted and that educators should spend their time with other children. These are persons who feel that the gifted have all of the advantages anyway and that they will get along despite any supposed limitations. This point of view often is held by persons who equate success with economic gain and do not consider the potential for significant contributions by the gifted and talented.

Unknown numbers of gifted and talented children are neglected because of assumptions regarding certain economic and ethnic groups. Giftedness comes in all colors and from all walks of life. Adults who have surmounted enormous difficulties, including poverty, prejudice, limited educational provisions, and often hostility, have in many instances achieved eminence. The accomplishments of persons like Ralph Bunche, Mary Bethune, Martin Luther King, Maria Martinez, and many others during an era preceding any significant attention to human rights should provide sufficient evidence that highly unusual gifts and talents are present in young brown and black children. Too often, the unspoken assumption that gifted children

are not to be found in certain areas becomes a self-fulfilling prophecy. Often, children are discouraged by adults who see their interests as unrealistic and by their perception of the adult roles of their people.

WHY IS THERE HOSTILITY TOWARD THE GIFTED?

Neglect of the gifted and talented also may emanate from hostility of those who see life primarily as an arena of competition. Such people fear the gifted as threats to their own positions and fail to realize that the full productivity of the talented will, in many instances, produce more opportunity for others rather than less. The person who creates also opens markets for distribution of his products. The person who makes a new discovery in science provides related jobs which can number into the thousands. The sensible view of the most talented among us is as potential creators of opportunity for others rather than as competitors.

The fear of "elitism" relates to all walks of life, including politics; and the fear is of long duration. Nearly fifty years ago, William Bagley expressed his hostility toward the gifted as leaders and recommended that the majority of average men put them in their place. More recently, individuals who have theorized in science, medicine, politics, or behavior have been dismissed as impractical. Change, even when it would be to the advantage of society, is difficult to attain because it alters the accustomed pattern in some way. Some of the hostility toward the gifted may well result from their difference from the majority. As adults, we tend to understand and relate most closely to those who are somewhat similar to us in interests and abilities, when we have a choice. Associations occur with many persons who are dissimilar to us,

of course, but these contacts tend to be more casual and less enduring. The gifted adult scientist who associates and socializes with many persons superficially may have his closest friendships within a small circle of research workers, for example. The real friends of an artist probably are persons involved in the arts. Similarly, the gifted child may find his real friendships with age peers who are involved in his fields of interest or with older children. Unfortunatelly, gifted and talented children have fewer options for choice than do gifted adults. The child typically is placed in a heterogeneous group with many children who are quite different from him on all bases other than chronological age. Usually this is done because it is traditional; the pattern in twentieth-century schools has been placement of children of closely similar ages in the same group. It also is done because of the deeply entrenched belief that it is democratic. The advocates of completely diverse groups commonly argue that children must associate closely with persons from all ability levels and from widely differing interests in order to learn tolerance.

If the diversity of abilities were accurately reflected in similar diversity of learning content and opportunities, diversified grouping would not be at all bad. Managing such diversity of learning is extremly difficult for the typical teacher, however. The predictable result is limited variation, if any.

In the typical classroom, the gifted child is different from the other class members in achievement level, in interests, in ability to apply knowledge and to understand the implications of ideas, and often in the type of vocabulary he uses. The higher the level of giftedness and the more unusual the talent, the greater the void between him and

his classmates. Those with rare ability are the most vulnerable. These children are the most likely to suffer because of the obvious differences between them and others of their age.

WHAT IS THE IMPACT OF NEGLECT AND HOSTILITY ON THE GIFTED?

Regrettably, the gifted often solve their problems by conformity to social pressures. Adaptation is particularly a problem for gifted girls, who conceal interests in traditionally masculine fields such as science and mathematics and who avoid doing too well scholastically for fear of being labeled as "brains." Pressures may occur for boys as well who are highly gifted in painting or musical composition, from parents who see business or engineering as more acceptable and more secure. Academic pressures come constantly from others who resent the outstanding accomplishment of the gifted; this is particularly true when all are working on uniformly required content, as is typical in departmentalized classes.

The true pressure is on the gifted not to achieve but to conform and thus underachieve. Even the expectation of more output in academic areas may produce underachievement by the gifted who soon learn that production will bring more assignments rather than assignments of a different level of quality. This is the dilemma of the gifted child who curtails his favorite recreation, reading, because he knows the extensive reading automatically means more book reports.

The gifted student at the secondary level often avoids special classes for the gifted, because he knows that the classes demand unreasonable investments of time for the production of lengthy papers and that high grades are more difficult to receive than in regular classes.

The logical option, which is well understood by the gifted, is to take regular classes and to receive outstanding grades for negligible effort, thus qualifying for university entrance and scholarships.

Many gifted children go through school without being identified at all. Often these children have no concept of their ability and, because of vague feelings of difference from others, learn to regard themselves as odd, and even stupid. The authors more than once have conferred with gifted students who describes themselves thus and who have severe misgivings about their ability to succeed in school or to qualify for future scholarships. The self-doubt is often a product of thoughtless comments or criticism by others who resent the ideas of the gifted or do not understand them.

Self-doubt may be reinforced by grades given to gifted students who deal impatiently with meaningless requirements. Instead of answering all of the questions neatly and completely, the student may respond to one or two as covering all of the others and receive a failing grade instead of an honest acknowledgement that he is right. The student justly resents working repetitive problems when he can demonstrate understanding by working one or two, but the poor grades he receives for failure to turn in completed work inform him that he is a poor student. In time, he believes he really is.

Avoidance may take the form of substitute activities, or non-activity. The gifted child who does nothing can seem to others to be incapable and be judged so. Once this judgment is made, it is difficult to persuade the teacher that content several grades <u>beyond</u> that which the child refuses to do is the answer.

Gifted students who play the game and conform to classroom expectations may amuse themselves through manipulation of others. These students become adroit at steering discussions to suit themselves. The deliberate diversion of activities becomes a game to them, and little learning takes place. Additionally, students may develop erroneous attitudes toward themselves, and their relationships with others may suffer through arrogance or attitudes of superiority.

Even more difficult in a group is the student who is openly hostile, whose frustrations have accumulated to the point where expression of resentment is open and direct. This student is subject to criticism by others and may become ostracized. Rarely is adaptation made for him so that his frustration is reduced.

All of these unsatisfactory modes of coping are exceptions rather than the rule. Most gifted children take the burden of adjusting and conforming upon themselves and do so well. Their sensitivity toward others helps them in understanding limitations which they meet, and many of them are mature enough to understand that as they grow older, independence of choice and option will increase for them. The tolerance of the gifted for a society which often does not tolerate them is astonishing, in many instances.

At least part of the tolerance and understanding must be ascribed to the self-education and early maturity of the gifted. This early maturity is seen in the values of groups of gifted children, as contrasted to the values of others their age. We find that the gifted, even at the elementary school level, idealize those who work for the betterment of mankind and often select as heroes those who make contributions in spite of great

difficulty. The gifted child's hero is typically one who works for others, as contrasted to the average child's hero who gives him some personal satisfaction. The implications of these differing values are obvious.

The real tragedy in our failure to nurture the gifted lies in the shackling of their abilities. They are unable to use their minds and talents in any truly satisfying fashion, and their capacity for so doing tends to atrophy through disuse. Any of us can recollect past work we have done which has brought us deep satisfaction. Without doubt, that work was accomplished only after thorough use of our best abilities. It may not have consumed much time, but it called upon much of our accumulated skill and knowledge. The result was satisfying because it represented our best. Other work which has been forgotten was accomplished to meet some requirement but did not involve the same self-investment. Satisfying exercise of minds and talents is as mandatory as is the satisfying exercise of the body in general. The gifted child needs full opportunity to use his talents.

CHAPTER IV

THE PARENTS SPEAK

To sample the reactions of representative pa nts of the gifted, we sent out one hundred questionnaires to several sections of the country. These were distributed to parents by educators working with the gifted and were returned anonymously. Slightly over half (sixty-four) were returned. Although all parts of the country were represented, considerable similarity is evident in the reactions of the parents. The problems are universal.

While the sampling is a restricted one, it is our judgment that the responses reflect fairly accurately the problems, views, and satisfactions that parents in much larger groups would express. This judgment is based on many years of work with gifted children and their parents, and with parent groups.

These are the questions we asked:

1. Your child's age; sex; present grade placement.
2. Type of class (regular, non-differentiated class; special class, all day; part-time grouping; after-school interest group).
3. What are his special talents and interests?
4. Are these being developed by the school program? Please comment.
5. What special problems has your child faced at school?
6. How has he handled these problems?
7. Has he had any special problems within the community? If so, what?
8. If he has had problems, how has he met them?
9. What grade was your child in when he was identified as being unusually capable by the school? Comments?

10. Has he had any unusually satisfying experiences in school? If so, please describe them.
11. Is your child well motivated toward learning?
12. Has his attitude changed during the time he has been in school? Please explain, if so.
13. Are you satisfied with your child's education? Please explain.
14. Has the knowledge that your child has unusual ability changed your relationship with him? If so, how?
15. What would you recommend to teachers?
16. What would you recommend to other parents?

Some of the items will be reported on a factual level. There is not much latitude, after all, in numbers and ranges. Several items will be reported in some detail, from the questionnaire, however; these deal with personal reactions to the child's talents and interests, to his school experiences, both satisfying and unsatisfying, and recommendations to teachers and parents. Many of the parents were in teaching or in allied types of work. The great majority had constructive suggestions to offer.

The first two data items showed that the age-range of the children was wide--from four years to age sixteen. The total group tended to bunch in the upper elementary grades although almost every grade level had some representation. The children were enrolled in preschool and all grades through the tenth. Most of their education took place in regular classes, or in a combination of regular classes and part-time groups. Only eight of the group were in special classes. The questions which follow are handled through direct quotation and summary comments.

1. WHAT ARE THEIR SPECIAL INTERESTS AND TALENTS?

The special interests and talents covered many fields. Numbers of

the children were talented in art and music, as has been found true in several studies of large gifted populations. The descriptions of the parents themselves portray more effectively the versatility and extensive interests of the children than would tallies. In the space of two and one-half lines, many of the parents managed to convey the uniqueness of their talented offspring:

--Creative writing; he has an excellent command of language; raises animals and birds; gardens--loves growing things; he follows the stock market; radio-controlled model airplans. (Twelve-year-old boy.)

--Music; creative writing; training, handling and caring for domestic pets; sports. (Girl, age ten.)

--No special talents--interested in everything. (Girl, age nine.)

--Music (violin, viola); singing; math; science; codes; teaching his special interests to younger children. (Boy, eleven and one-half years of age.)

--Mathematics; sports; excellent bridge and cribbage player; ability to relate to other people. (Boy, age eleven and one-half.)

--David is our "lawyer!" He analyzes, grasps ideas quickly, remembers well. Natural science, living things interest him. Also he collects stamps, participates in sports and children's theatre (outside of school).

--Reading; horses; natural science; excellent ability in science and logic. (Girl, eleven years old.)

--He reads fluently. His special interests are space (especially moon, stars, gravity, etc.) and anatomy. (Preschool child, age four.)

--Astronomy, computers, photography are current interests; some aspect of science has always been of passionate interest. He is also musical and writes wittily. (Science classes offer the same curriculum to all, and he was expected to go quietly through the motions of learning at a level that was appropriate for him as an eight-year-old.) (Boy, age twelve.)

Many of the interests described are not a part of the usual curriculum, and some of them, such as bridge-playing, might be difficult to justify as a school activity. There are many, however, which could be pursued if the children were given the private time and resources to do so.

Certainly creative writing in the proper environment should be a continuing opportunity; the study of cryptography is fascinating to many gifted children and interferes with no one; interests in mathematics and science should be developed at the proper level and in the special field of interest, and the same is true of special interests in the arts. It may be necessary to provide individual contacts for young "experts," but parent groups can often assist teachers in this respect from among their own members or from acquaintances in the community. Private time even to read is precious to the gifted child, and he educates himself well as he does so.

It is important that parents and teachers discuss suitable arrangements for gifted individuals which will help them to learn and to create without hindrance. This is especially important if the child is academically advanced by several years or possesses advanced creative talents. Mutual agreement that private time is justified can come through discussion of whether the child actually needs a given part of the curriculum or whether he is sufficiently advanced so that even slightly accelerated content would be a waste of time. It sometimes happens, especially with young children, that the children will not perform in subjects which are repetitive and boring. This was the case with Eric. A teacher may not know of the child's true level of reading, or of his performance in other fields, and generally, teachers appreciate such information. Parents should not hesitate to contact teachers. Malie's mother did hesitate, and Malie's abilities were ignored. Eric's parents will continue to maintain close contact with his teachers, and this is their right and duty. It is likely that Eric will receive much more individualized opportunity as a result.

2. HAS HE HAD ANY UNUSUALLY SATISFYING EXPERIENCES IN SCHOOL?

A number of children had, although one fourth of the parents said the child had none. Some talked of advanced classes, awards, and honors. Others commented on special projects and special field trips. One spoke of consistently excellent teachers; several mentioned summer classes and special interest groups. The specific comments which follow are typical of the total group and afford some insight into varying possibilities:

--A number of field trips--observatory, Buddhist temple, etc. He has been allowed free rein in at least two research projects as regard to resources and presentations. He thoroughly enjoyed these and did his very best work--also learned a great deal.

--Intermediate honors orchestra. Also in fourth grade he was extremely fortunate to have had a very gifted teacher. He still goes back to see her and help her teach her class on his days off. She stimulated his interest in writing, math, and science.

--Excellent teachers who let her proceed at her own rate; she was given chances to participate in extracurricular activities.

--Being placed in a third-grade math class at age five and one-half and being permitted to work at his own rate.

--Throughout grammar school I believe she had several. She enjoyed her fourth-grade class, which involved lots of composition; her fourth-grade class, which involved lots of composition; her fourth-grade class, where they worked a great deal with putting on Shakespearean plays, and her sixth-grade class, where the class published a book, and she herself had an article published.

--In my opinion, the science center is a model of what programs for the gifted should be. There are bright teachers, involved in their sciences, who treat the children as peers with less experience.* No skill or instrument is withheld if the child wants to try to master it. Every child works out his own goals. The only complaint I have heard about it is: "We only have three hours. I wish we could stay all day." (Another parent commented on the same center: "This is where the real stimulation

*Underlining is ours. This kind of relationship is highly desirable in work with gifted young people. Adults who are the most successful with the gifted respect them and permit them great latitude to plan, test hypotheses, experiment, make errors without censure, and to assume responsibility in keeping with their capabilities.

of these youngsters occurs. Not in school.")

--A special summer school for the gifted children at the end of grade five, where they studied oceanography and German language and culture. Both teachers were exceptionally talented. Can you believe a ten-year-old boy standing in front of the clock and deciding it wouldn't hurt to start five minutes early for school? That is what happened!

The satisfaction to the gifted come when they are permitted to function at their own rate and pursue their special interests. Opportunities for decision-making, such as modes of presentation of research findings, or in choosing a special topic for study without restrictions provide excellent practice; how does one learn to function independently and to make wise choices without such opportunities? The maturity of the gifted was recognized by those wise science-center teachers who dealt with the children as less experienced peers. In many ways, the role of the adult is that of an older person relating to, aiding, and abetting the interests of the child. This is true of both parents and teachers. On occasions when the child and adult share an interest, it often becomes a basis for companionship and closer understanding. Parents who have become involved suddenly in the study of geology or archeology because of their children's interests have found that they were much better friends with their children as a result. As one father of a twelve-year-old girl put it: "This was the first time that my daughter and I had really talked to each other."

3. WHAT PROBLEMS HAS HE HAD?

The problems of the gifted occurred within the school rather than in the community. This is no doubt due to the broader options within the community. The greatest number of complaints as recorded by parents were about boredom and peer animosity; these two were made by more than half of

the respondents. Several complained about poor teaching and negative behavior of the child. Single comments related to abuse, conformity, excessive homework, problems in subject fields, and immaturity. Only five parents said that their children had faced no speical problems at school.

The comments of the parents describe well the plight of their children. They also indicate the need for parents to insist on suitable education for their children and others of like ability in order to reduce some of the problems which persist year after year. Additionally, they point out the need for parent intervention with substitute learning opportunities for the child.

Many of the comments described teachers who provided little for superior learners, or worse, punished them for their abilities:

--Her teacher this year is comfortable in a standard classroom situation....It has been shown that she hasn't acquainted herself with students' records from previous years. She is concerned only that they behave in the classroom, and anything that is messy or too much trouble doesn't find its way into the curriculum; thus, there is little room for student participation.

--She has asked her math teacher for work beyond the pace of the class and has been denied.

--He had a poor kindergarten teacher--very fine first-, second-, and third-grade teachers--and now is stuck at an absolutely mediocre level. He knows he isn't learning anything except in math. He is still interested in learning (age nine!) and capable of independent work at home--but now he doesn't want to go to school any more. He has developed headaches in the afternoon--at school.

--Teachers, especially male, used ridicule to keep him in his place when he introduced notions and challenges from his own reading. Others mismarked papers and forced him to justify answers at length....He has become cynical about school as a place to learn and about respect for learning among his age mates. He now tries for approval as an expert on cars, hi-fi's, cameras, etc. He feels safest among much older kids and adults.

--He has always enjoyed school. This year, however, he has expressed a bit of displeasure with his teacher, an older woman who he has said,

"Only smiles when she gets mad at one of the kids." (A hell of a commentary on her love of teaching and of kids, isn't it!)

--Robert's English books are being used. Too much proofreading. Not enough freedom.

--Was classified as hyperactive by teacher and principal in first grade so they wouldn't accept him in gifted program until I took him for an EEG. The doctor said he was just bored and not getting challenges and was not hyperactive--but they still have not, as yet, placed him in any program. (Parent's additional comment: he works with microscope two or three hours a day; reads many books--also chemistry, loves reading of plants, rocks, evaluation, etc.)

--Nothing is or has been done by the school program. (From a parent who is a professional educator)...great feelings of inadequacy. She says she's the dumbest kid in the class. This is a girl who is especially talented artistically, interested in all fine arts, music, dance, drama, and in volcanoes.

--He feels that school is wasting his time....

--After an excellent elementary school experience, junior high doesn't provide anything special.

--At times he found class work boring. While in the early grades, at times friends complained about his vocabulary.

--The public school system is not equipped to meet individual needs of gifted children. In our school district, present priority is solely on "remedial" and bringing up the level of slow achievers. Any demand to meet the special needs of advanced pupils is equated with racism. There is an unhealthy political atmosphere.

--Nothing was done during grade school, except to recommend a private school. Big deal!

--We were told to move out of the district for his best interests....to protect himself, he has had to internalize some of his feelings because he cannot understand why any person wants to hurt another human being, either verbally or physically.

--Loss of many friends since she was identified as "gifted." Non-gifted children are very nasty to these children.

--I feel that the public schools are unsympathetic to the problems of the gifted child....

--Boredom, lack of challenge, abuse by system (being used as tutor for less advanced peers).

--Requirements have not allowed him to take more courses in electric shops.

--I am just hoping that in high school, a teacher will come along who can motivate her and bring her back to being interested in everything about her, and then to a specific interest for her life's work. At present she thinks school is "so dumb," cannot wait to get out, and has no intention of going to college. (Age fourteen)

Amazingly, despite their very apparent frustrations, the parents repeatedly recognized the problems that teachers face in meeting the needs of all children and often said that they don't know how they could do it. Several advocated that teachers spend a few minutes, even once a week, on a one-to-one basis, conferring with the child about his interests. Since these children very frequently have intense interests of long duration, and since even the youngest who can read often are quite capable of independent work, this is sound advice. It is also practical in that it frees the teacher from feeling that contact is a daily obligation and frees the child from supervision which actually might interfere with his work.

The incentive for periodic contacts with the child by teachers should be apparent in the fact that most of the parents (all but six) stated that their child was well motivated toward learning. Children, too, are sensitive to the problems faced by their teachers, and frequently they try to work out their own solutions. Too often they resign themselves to the given situation and do much of their real learning outside the school situation. And this should not be.

4. WHAT DO PARENTS RECOMMEND TO TEACHERS?

Parents' suggestions to teachers were solicited because the writers are well aware that parents of the gifted tend to be very well educated, and often are educators themselves. Even when they are not in the field of education or in a closely allied field, they know the capabilities of

their children and often offer ideas for meeting their needs which are useful even in the usual school situation. Furthermore, parents above all want their children's school experiences to be happy ones and are not likely to suggest arrangements which will create problems for their offspring. Those who are not directly involved in teaching may be in a position to offer fresher solutions than those who work within the traditional structure.

Parents, both educators and non-educators, made a number of worthwhile suggestions which merit careful attention. The writers believe that they could be read, evaluated, and expanded profitably in a teacher-parent study group. Those quoted below are representative:

--Homogeneous classes with flexible curriculum have been most satisfying. Intellectually secure teachers who can admit ignorance and enjoy learning wherever it takes them are needed.

--Encourage special projects and work more closely with interested parents.

--That they feel secure enough to say to children of this type, "I don't know; let's see how we can find the answer." In other words, to act as a cayalyst and find out what these children are capable of producing or creating. It is my firm belief that teacher expectations play a great part in student accomplishment. This idea is influenced from reading Pygmalion in the Classroom. I think it has the same implications for parents.

--That they have a list of references, resources, books, people, materials, programs. that they can share with child and parents to guide them in an enrichment program, if time and money do not enable the school to do so.

--Remember that parents of the gifted (as a group) are no more or less "pushy" and/or concerned and/or worried than are other parents. We love our children and want to see them grow into fulfilled, whole human beings. And "whole" is a big word. To achieve a whole of anything we try to evaluate what the missing parts might be and strive to fill them in.

--To realize that the gifted child needs to be stimulated, that he may not need to do continual "busy work" and that he definitely does not need extra work. He needs different and challenging experiences.

--In mathematics I feel a special class and/or afterschool club is

beneficial. Leading the interested student, as soon as possible, into Math Thought and Logic and then relating mathematics to the other sciences, and give them the history of mathematics for interest.

--That they demonstrate that they have had at least one loving relationship with another human being before being hired by a school district; spouses need not be excluded.

--If no special program, try to let the child evaluate, use logic, and not just do more and/or faster work. Let the children choose from several subjects or topics that which they want to study. Group children with equivalents in intelligence.

--These teachers should possess a great sense of humor plus added skills in order to teach them properly and cope with them as necessary.

--Take available classes in education of gifted.

--Read books, attend conventions, listen to parents.

These comments are reasonable. In many ways the parents have expressed a desire for the same qualities in teachers that have been found important in studies which have identified the traits of the successful teacher of the gifted (9). These traits are intellectual security, interest in learning, personal security (ability to admit that one does not have all of the answers), enjoyment of teaching and liking for gifted children, sense of humor, flexibility (willingness to use varied materials and approaches). Researchers have found that successful teachers of the gifted tend to be of superior intelligence themselves, to have wide interests, to be deeply interested in learning, to be mature, secure, and humorous individuals.

The recommendation that teachers avail themselves of various opportunities to learn about the gifted is wise. Teachers who have attended even one meeting on the gifted and their needs are more understanding than those who have not (14). The simple fact that children have unusual learning needs means that provisions for them must be different in degree and often in kind. Many problems of gifted children may arise

from lack of information about desirable alternatives. And it has been amply demonstrated that all teachers can learn certain modes of working with the gifted which are appropriate for their level of maturity.

5. WHAT DO PARENTS RECOMMEND TO OTHER PARENTS?

It was evident to the writers that close contact and communication with the child was the greatest concern of parents. Over and over again, they advocated that the parent listen, communicate, be "involved," and supplement the opportunities offered by the school. They advocated that the parent treat the child as a "normal" child. The impression is of adults who sensibly stress warm, affectionate relationships. Out of the total group, two recommended discipline, two suggested manners in school, and one requested high goals--all of which are certainly reasonable if in harmony with the developmental level of the child. One parent, whose child is enrolled in a program where the children have been given unwise and unnecessary publicity and where they have been subjected to hostility, recommended that parents keep their children out of programs, and this is unfortunate since the fault really lies in undesirable practices which easily could be prevented or remedied.

The parents stressed close, supportive parent-child relationships and emphasized the importance of active participation in the development, funding, and improvement of programs. Their attitudes and concerns about their own children and other gifted children come out best in the following sample responses:

--Teach child to understand that great responsibility goes with ability.

--Answer your children's questions--all of them--include them in your life, and take them to as many places as you can--and if the program is poor at school, you can substitute your own by taking a little time and just caring.

--Some parents are somewhat confused when they are told that their child has been identified as gifted. These children should be loved and cherished and reared as any other child. They certainly should not be put on a pedestal nor should parents be afraid of them.

--Love their children; "listen" to them.

--My experience with the "intellectually talented" only goes to age four and one-half. I enjoy him for what he is and recommend others do likewise. Many of the things he can do "ahead of his time: make life delightful--his ability to carry on an adult conversation, to entertain himself by reading, to work out problems for himself, to understand why certain things are done certain ways. We have already moved from the Tampa area to the midwest. Our location is determined by my husband's job. I naturally hope that the schools have something to offer my son. If they do not, I shall have to work with the system to provide something better. Meanwhile, I always plan to expand his interests through family projects.

--Regard your child as a responsible individual as soon as possible. Become interested enough in his special interests to at least be able to be "talked to" about them. Give the child the freedom to follow his own interests. Talk with your child, and know him well enough to be able to offer an adult's perspective to some of his problems--whether brought on by his "giftedness" or in just growing up. It all spells TIME and ACCEPTANCE.

--Start communicating with your child at birth. Never talk baby talk. Answer all questions as honestly as possible and be willing to pursue any avenue of inquiry as long as the child shows interest, regardless of how dull the topic may be to you. We feel using this technique decreases the communications problems during adolescence and later. At age twelve this boy feels secure enough to question his mother about some unusual sexual practices he read about, at a friend's home, in The Sensuous Woman. Be able to say, "I don't know; let's find out." Always bear in mind that in spite of the fact that many of these children can communicate with you on an adult level, emotionally they are still at the same stage of development as their peer group.

--It depends on your values. If you want a corporation man, you should teach him to hide his differences in most circumstances and when exposing them in approved settings to make light of them. This wards off the evil eye and in general makes it more comfortable to be around him. If you want to encourage creativity, I don't think you can avoid problems in social relations. Honesty and integrity and calling a naked emperor naked are trained out in most schools to the degree that they irritate the people he comes in contact with. You have to give him confidence in his own perceptions even when they are in conflict with the comfort of everyone around him. I also think it's important to expose him to as many kinds of experience as you can--people, books, travel, and to let him pursue independently anything he feels capable of. (Say "yes" rather than "no"--except where safety is

a realistic worry.)

--Do not use the term "gifted."

--Form groups. Discuss problems. Try to influence the school board, principals, and teachers.

--Be involved with the child's school activiites through PTA, Gifted Child Programs, etc. In particular, getting to know the teachers and their approach to learning will help when you are called on to assist....

--RELAX. Work for gifted programs and legislation. Provide the child at home with as much stimulation and challenge in all areas as possible.

--There are several problems: 1. Classes are too large. 2. The gifted programs are not well subsidized. 3. There are too few creative teachers. In view of these problems, which are not likely to be remedied, I would suggest that parents from an active group to supplement their children's education.

--We have been working diligently in this country for five years for school programs--just beginning to get results at district levels. Stay with it and be effective! Locally and at state level! These children are very important and their education must be given highest priority and improved. We lose too many of them as participating thinkers and doers.

In summary, the parent is an ally to the child from birth onward, supporting his right to be himself as a person. The insistence on honesty and integrity is present, as well as the right of the child to learn as his interests dictate, within the margins of physical safety. The avoidance of label in contacts with the child is a sound idea, except on an interpretation level as the child grows older. No child wants other persons to refer to him with a label, and it is not necessary to do so in dealing with the child. Such references are valid and useful among adults when planning for these children or for activities in their behalf. But the child wants to be seen as a person and to be valued for himself primarily, not for his intelligence or talents.

The advocacy of action in support of programs for the gifted is important, and more will be said of this later. If parents themselves

are not militant, few others are likely to be. School personnel respond best when parents insist that the exceptional abilities of their children require special attention. And those in the schools who are also interested in the welfare of the gifted are likely to have increased opportunities to work with them when parents are vocal in endorsing such work.

THE COMMENT OF ONE PARENT

We have singled out one questionnaire for presentation here, partially because the boy was the oldest in the group and had been in various programs for the gifted the longest, but chiefly because the parent responded with extensive, thoughtful reactions to the questions. What she has to say presents clearly the problems faced by a gifted child, his ways of coping with problems, the attitudes of teachers, and the recommendations of the parents to teachers and parents. The boy has attended school in a system with one of the best known programs for the gifted in the nation; even here, the need for improvement is evident. The system is subject to the common problem of limited support. The boy, in tenth grade, takes only physical education and German in regular classes; the rest of his program is in Independent Study. The items from the questionnaire and the parent's responses are given verbatim:

> What are his special talents and interests?
>
> Talents--An ability to get along well with many kinds and types of people of all ages. An aptitude for science. A kind and gentle yet wildly humorous disposition.
>
> Are these being developed by the school? A

qualified No. Please comment. After a most dismal three years in junior high the present program is much better but only to a degree. The Independent Study program still has very little funding and teachers are too few and too overworked. Freedom from confinement and boredom top advantages. I feel basics are neglected (and I am not much of a 3R person) and there is not enough discipline in terms of those who have little concern for the rights of others. He is in a WASP school and there is little involvement with minorities. There is a token black, etc., but much skirting of life's problems. John likes the students but feels they are superficial and not very involved in serious matters.

What special problems has your child faced at school?
Teachers who either resented him (or us) or read into him their own ambitions. The artistic teachers saw him as "an artistic--not a scientific child"--the scientific teacher saw him as "the scientific child, not the artistic child." At one time he was both. He was in a two-hour seminar in seventh grade which was a horror, thanks to a paranoid teacher. She was (is) ultra-conservative to the point where she sees Communists under her bed, I'm sure. Unfortunately, she had politically aware students (over half the class had League of Women Voters mothers, etc.) in an election

year with fluoride on the ballot. That did it! The students were often ridiculed in other classes by teachers who would say to them, "O.K. If you are so smart (or a genius or a top brain), why isn't your hand up first--or how can you make a mistake?"

The best teachers have been those who respected the students in general and expected them to work, behave, learn, and enjoy the subject. His favorite subjects in junior high were math and science.

These same teachers respected parents. His best teacher of all was a man--sixth grade. Second best through junior high was a woman--h.s. science teacher. He loved her too.

How has he handled these? John does not spend time resenting or hating. He was taught "this, too, will pass," "cope," and "you will survive." He has!

Has he had any special problems within the community?

Not really. If so, what? There are always people (even friends) who won't or can't treat this sort of a child as "just a child." A few have made remarks that were thoughtless and/or embarrassing to him.

If he has had problems, how has he met them?

He has ignored unkind remarks and used his best efforts to get along. Has always had a lot of good friends--boys, girls, and adults.

What grade was your child in when he was identified as

being unusually capable by the school? Seven years old in an ungraded class at a laboratory school.

Has he had any unusually satisfying experiences in school? Yes. If so, please describe. Some of these were described earlier (best teachers). He loved the mock court in the sixth grade. His teacher won a Freedom Foundation award for it. The field trips to the university in the seventh, and now loves his one afternoon a week at the science research lab (biomedical). He adores his men I.S. teachers. Loves having just men teachers this year.

Is your child well motivated toward learning?

Toward learning when the subject interests him, yes. Toward grinding study, no. Has, in the past, felt ashamed if he had to study something. Does study now.

Has his attitude changed during the time he has been in school? Yes. Please explain, if so. Most studies have come without much effort. Writing and composition have been his most difficult effort. He speaks well, composes well on a tape recorder, etc., but the manual approach is disliked.

Are you satisfied with your child's education? No.

Please explain. Let me state that I am not happy with education in general and his in particular. The creative thinker, the different one, the student with integrity loses in the classroom. I'm not certain more money per child is even the answer. I do not believe that, with very few exceptions, a child should be pushed ahead or placed too

far ahead of his age group.* I've seen it have poor results in almost every case although most educators deny this. I do believe in more in-depth study for these students (not busy work) and more exciting and challenging involvement with the larger community. I also believe they need released time throughout a school year. They need a time away from even the best routine. I believe a new breed of teacher is needed. Few "standard" teachers can cope. We need scientists, artists, and skilled workers and craftsmen "in residence" in the schools. We need paraprofessionals to relieve the creative teacher of mundane duties. We need to integrate these "high intellectual potential" students during periods of endeavor (I hesitate to say "in the classroom") with students of lower ability. I've seen far too many students have little or no regard for anyone except themselves when isolated all the time from others.

What would you recommend to teachers? First, respect both the child and the parent. Get out of teaching if you cannot feel secure enough as an adult and a professional to see both parent and child with unbiased eyes. Do not feel that a gifted child should be allowed to be a "brat." We seldom found any real desire on the part of teachers to

*Note that she said too far ahead. We agree, except in unusual instances. Moderate acceleration is no problem for most gifted children, as many studies have shown, but even with acceleration of one or two years, these children still require adaptations.

really cooperate and discuss development, etc., objectively. He was always the "highest potential in the room getting top marks" usually, but somehow the teachers felt he shouldn't have to top his best all the time. When he came to _____, we asked that he be put with his age group. We wanted him to be a boy first and a man later.

What would you recommend to other parents?

Do not put the child in school at too early a date, especially five days per week. Even the best schools force conformity to a degree and there is never enough really free time left for the child. We saw creativity especially, but also other development, slow down each school period even at the research school. Discipline should be firm. Be secure as an adult--don't "wear" your child as a special status symbol. Believe in yourself and your child. Most of all, love him twenty-four hours a day. Give him your best. Don't expect the school to do everything.

This is a boy who is described by his mother as interested in medicine as a career, in microbiology, oceanography, anthropology, genetics, handball, body surfing, guitar, violin, tennis, people, biking, hiking, increasingly in law, and in German.

CHAPTER V

TYPICAL QUESTIONS AND BRIEF ANSWERS

Parents of gifted children, like any other parents, constantly face questions regarding school and home practices. Many of their questions come from trying to decide whether a given school offering will benefit or harm their child. Often they have remained uneasy with decisions they made. Questions on whether they should encourage or discourage certain activities, how they handle uneven abilities within the family, and others plague them. Often, action cannot be postponed.

The questions which follow have been gleaned from contacts with many parents, both individually and in groups. They represent many of those most commonly asked. The brief responses are given as suggestions rather than as complete answers, since responses to cover all of the possible ramifications would be voluminous, if not impossible. The questions are regarded as a framework for discussion and further amplification, perhaps in parent study groups.

How can I tell if a program is good?

A program that is good should cause the child to be eager to go to school. He should carry his interests into the home through discussions, through voluntary search for added information, through voiced enthusiasm. The content he is using should be at an appropriately challenging level. Homework should be based on key ideas or issues, not on isolated facts. The amount of homework he is assigned means nothing; a large assignment is not more valuable than a small one. The program should extend the child's talents, skills,and interests into new

or expanded areas.

How can I train him to get his homework done and not leave it until the last minute? Should parents enforce regular periods of study?

First, determine casually if the homework is legitimate. If it is repetitive, lengthy and deals with isolated facts, the child's resistance is warranted. You may need a conference with the teacher. If the assignments seem interesting and worthwhile, a regular time and quiet place are important. But, it is also important that parents provide by their own example a respect for intellectual and aesthetic pursuits. The parent who wants his child to do homework so that he can watch television undisturbed and indiscriminately is unfair and is a poor model as well. The parent who demands homework for his child also should consider the parallel in his being required to spend an added two or three hours on his own work at home, day after day.

How do you handle the older children when this one seems to know more than the rest?

Avoid comparison. Comparison invites competition. Evenly distributed love and affection, and recognition for various accomplishments of different kinds will let each child know that he is valued for himself. If questions arise, discuss them in the context of each person's being especially good at something; one child likes books, another one art, another is especially good at sports--or music, cooking, helping others, or whatever particular contribution the individuals can make. Some learn earlier, others take a little longer; the use made of any learning for worthwhile contributions is the important thing.

How can we keep them from getting "smart"?

Avoid centering on a child's "giftedness." The child who is singled out and set apart for any attributes can easily develop erroneous attitudes toward himself and others. This applies to the handicapped as well as to the gifted. In the case of the gifted, the child may develop an unrealistic sense of his own importance and become quite obnoxious. Then it often helps to sit with the child, ask him to assess the impact on others of his specific behavior, and ask him how he might change the relationships for the better. The discussion should be on a private, person-to-person basis, analytical in nature, with the child providing the analysis.

Trouble may also arise when adults become impatient with youth's views and forbid their expression. It is important that children have full opportunity to discuss peace movements, politics, ethics, religion, values, fears, discrimination, and strong feelings on any subject with adults who respect and understand them. The home should provide a secure base within which the child can express his feelings and examine them honestly with others. Any question at any age deserves a thoughtful response.

Would you encourage these children to take service-type courses?

Service-type courses are commonly understood to be such courses as shop, homemaking, and typing. The answer is yes. One reason is that some of the techniques are useful tools in learning. Speed typing assists the student in many ways, and metal shop may be of use in the production of necessary equipment for physics experiments, for example. Another reason is that, given the right teacher, the study of such topics as foods and clothing may be handled in such a way that students deal with

many important economic, historical, political, and aesthetic issues and problems.

What can be done about the problem caused by the enthusiasm of teachers in a departmental situation, and the resultant overload for students?

This is a question which can be handled best in a group meeting of parents and department heads at the secondary level. Students at this age do not want parents to contact individual teachers regarding their particular problems. Often teachers are completely unaware of the accumulated overload, and calling the problem to their attention probably will suffice. It is helpful if parents prepare for such discussions by documenting the homework load of their children for a specific period of time, such as two weeks.

Is it good to let the faster learners help the slower children?

Not if it is done on a regular basis. Then it cuts down the time that the fast learners have for their own learning, and the child is working as a teacher substitute at the expense of his own education. An added danger in consistent help to the slower children is that other children in the class may react to "teacher's pet." If the help is occasional and for a specific need, yes. The experience is more valuable if the bright child plans the teaching experience, carries it out, and evaluates it with the teacher afterwards.

What can you do with a child who is a perfectionist and becomes discouraged?

Often gifted children will tackle topics which are so general that they are unable to handle them. They then become frustrated as they attempt to complete their studies. Parents can help by discussing with them their projected plans and by assisting them to choose realistically.

For example, when a child announces that he is going to study the Civil War and make a report on it, the parent may ask what particular aspect of the Civil War? Or he may suggest scanning a book on the Civil War to choose among a number of topics and issues. The child should make the choice, however. Encouragement, support, and parent expectation that the child will do a worthy piece of work are helpful, but the expectations must be realistic.

Should a program be for gifted children generally, or just for those with a scientific bent?

A good program should be flexible enough to meet the needs of all gifted and talented children. Any group of gifted children is extremely diverse in interests, abilities, and talents. This population is the most complex of any. Educational planning should be highly individualized to meet the diverse abilities of the gifted, whether in science, the arts, social sciences, or elsewhere.

Many gifted children are in fact interested in science and mathematics because of their fondness for system and logic, and if their real interests lie here, they should not be discouraged. But neither should children with primary interests and talents elsewhere be forced to concentrate heavily in the sciences.

Will this kind of program adversely affect the chances of a student getting a college scholarship?

It should enhance his chances, unless grades are used punitively. In such a case, parent contacts (preferably in groups) should be made with school department heads. Parents should never accept punitive grades for

their children. We have heard too many expressions of bewilderment from parents about their children receiving "C's" and "D's" in subjects in which the parents had been informed that the child was functioning at a level four years or more beyond his age group. Parents rightly want to know how this can be. The answers lie in excessive and boring requirements, in punitive grading practices, in negative teacher-pupil relationships, or in student problems of long duration. But if the complaint is common within a class group, it should be discussed thoroughly in a meeting, and resolution should be attained. Many gifted children must earn scholarships in order to afford college attendance, and the program should not penalize them. We have known too many gifted students who have avoided certain courses and teachers in subjects they would have liked to take because they knew that high grades were given grudgingly, even though the students deserved them.

What can you do about underachievers?

The question is complicated and has been subjected to intense research. The problem may be educational, psychological, or physical in origin. Certainly a thorough physical examination should be made. If physical problems are ruled out, some of the emerging hypotheses may help parents plagued by this problem. Children who are underachievers are identifiable by the end of the primary grades; the early years, therefore, have a profound effect. Children who are subject to reasonably high expectations and early independence, especially by parents of the opposite sex, seem to become achievers. Those who are overindulged, pampered, or treated inconsistently, do not. Parent models are important. When children are exposed to new experiences in the company of their

parents, such as concerts, visits to zoos, national parks, historical landmarks, and when they learn to seek information and answers to questions in reference materials, they become achievers. Growing up in an atmosphere in which learning occurs habitually is a great asset. Interesting people as visitors in the home can generate curiosity about far-off countries, about politics, the arts--unlimited subjects.

Support of curiosity and learning, and the latitude for early self-reliance help. One mother watched her five-year-old through binoculars as he crossed three busy intersections and a playing field on his half-mile trip to school for days after he had decided that he could go on his own. Her hillside vantage point enabled her to overcome her anxiety about whether he in fact could. Another child took a two-hundred-mile bicycle trip with two friends at the age of ten. Both of these children grew up in an intensely active learning atmosphere and became outstanding achievers. The parents were in close touch with them at all times, psychologically, but they allowed them to mature and make choices as they were ready.

Should gifted children be given grades?

Grades are a folk custom of long standing, even though it has been shown repeatedly since 1912 that they are not especially useful and tell little about a child's actual achievement. However, if grades are used in a school system, all children expect to receive them. Gifted children in a regular class can receive high grades with little effort and actually can be underachieving "A" students. It is much more informative to a parent to confer with a teacher and discuss the specific accomplishments and needs of the child.

If grades are used in a special group of gifted students, they should be given as if the children were being compared to the total school population since the whole concept of grading is based on relative standing. If gifted students are measured on the basis of their real achievement, it is likely that they would receive "A's." If a program is good and the students are interested, they should be producing, and their grades should be high. In no case is grading the gifted on a curve justified within a special group.

Should I permit my child to attend a special class?

This question usually is based on fear that a child will develop feelings of superiority, or on fear that he will be punished by others who are not in a special group. Membership in a good special class can be beneficial in several ways: (1) The content is likely to be more relevant to the child's interests and abilities than in a regular class; (2) the child may learn that there are other children whose abilities are as high or higher than his and thus may develop a wholesome respect for others and a sense of humility regarding himself; (3) he is able to work with others who understand and respect him; (4) he is likely to relate to others with similar interests and to develop new interests, and (5) he is more likely to have a teacher who has some special interest in and preparation for teaching the gifted.

Will a special class create competition and bad feelings?

Not if it is properly planned and taught. Special classes should not be given publicity beyond that given other groups; nor should the children be singled out to display their "giftedness" for the public. If children develop special materials and presentations for

parents and other groups, this should be done by other groups of children as well. The class should not be designated the "gifted class," or the teacher the "gifted" teacher, but should be known as "Mr. Jones'" or "Mrs. Smith's" class, as are others. Competition within the class will not be a problem if the program is adequately individualized; indeed, the children will assist one another with resources and solutions to mutually challenging problems.

Punishment for the gifted by other children or other teachers occurs when resentment and jealousy result from improper publicity and exploitation.

How can we find out about our child's ability level?

Ask. Teachers are more willing to discuss comparative achievement levels than IQ, especially when the IQ is derived from group tests. School psychologists may discuss a child in terms of his ability, which places him in the upper three percent of the general population; this indicates that the child can succeed at the college graduate level, given proper home and school conditions. If he is in the one-in-a-hundred, or the one-in-a-thousand, his abilities are, of course, higher. The fallacy in pinpointing a specific IQ lies in the allowable margin of error in tests, even when given individually under ideal conditions, and in the fact that within the gifted population, other factors such as self-concept, motivation, health, and persistence account largely for ultimate success.

It is helpful to parents to know that an eight-year-old child is reading at a sixth-grade level and is particularly interested in certain topics. It also is helpful to discuss a child's home reading

and other interests with the teacher.

Is there danger in putting too much pressure on young gifted children too soon?

The answer to a loaded question like this must be yes. However, fear on this subject has been founded on the practice of assigning large quantities of material rather than on the use of topics of real interest to children, and on the imposition of adult requirements rather than on the use of child interests. When pressure is self-imposed in the sense that children are intrigued with a problem and want to find out all they can, pressure is enjoyable. In an unpublished study we conducted on this question, more than two hundred gifted children at various grade levels reported that they enjoyed the experiences in special programs of being able to delve into topics in depth, without restriction, and they enjoyed using their minds fully. Self-imposed pressure can produce great satisfaction in a task well done. Harmful pressure may also operate when the gifted child is pressured to conform to the middle-ground and to be average.

My child has more homework than ever before and doesn't seem to have much time for relaxation. Should this be so?

No. All children should have time for play and relaxation and for doodling, dreaming, and idling. Adults do. A problem of this sort should be discussed with the teacher.

How can we prevent negative feelings in others toward our child's being identified as "gifted"?

Avoid discussion of the fact with others. The knowledge is important to you and the teacher in understanding the child and in working

with him appropriately. No useful purpose is served by overt pride in the "chip off the old block." Children should be valued as children, and not as labels, nor should they be used for the satisfaction of adult needs. Parents who boast about their child over the back fence guarantee resentment and hostility.

If remarks are made by adults, it is good to counter with, "We know that he is bright. We don't talk about it because we don't want him to feel that his IQ is our source of pride. We want to bring him up so that he can use his ability constructively as an adult."

When classmates or other children make remarks, a parent has an indication that the matter should be discussed with the teacher. No child wants to live under a label, including the gifted.

Is it good for a child to know he is gifted?

Most gifted children know that they achieve better than others although occasional children may feel vaguely different and even suffer from inferiority complexes. Gifted children generally can be expected to meet reasonable demands and can be asked to work out real-life problems with adults with the comment that they are bright and can. The child who feels inferior may require special counseling. In most cases, gifted children do not need any special interpretation or discussion of their abilities. Any such discussion may be most useful when a plan for a special remedial program with a tutor is outlined (as with a child who requires special help in mathematics), or when a student is discussing college and career alternatives.

Our daughter does so well in reading. Shouldn't she do better in math?

Girls especially are subjected to comments by adults which cause

them to feel that failure in mathematics or science is frequent in girls, or that girls shouldn't like math. Reading is less subject to direct teaching than mathematics since gifted children particularly read a great deal independently. While we cannot expect identical accomplishments in all areas, it is possible that some time spent in private tutorial contracts with weekly conferences by the teacher with the pupil on her progress might improve her performance markedly. The problem should be discussed with the teacher, in any event.

I heard that IQ tests are inaccurate. What do they actually measure?

The individual IQ test is the best measure of potential that we have at present. Group IQ tests are much less accurate and are the most commonly used in schools because they are less expensive. The individual examination gives a fairly reliable picture of how well a child will perform academically in relation to others of his age. It does not measure personal factors which are also important in achievement. It also may be unfair to a child from a markedly different background.

How do I know if he is working up to capacity?

If his expected achievement and actual achievement are fairly equivalent, he is. These would be measured through population norms from standardized tests rather than through teacher-made tests. Another index, though informal, may be the type and extent of reading and interests. It is important to remember that "working up to capacity" is something that very few adults do and that a child needs time for childhood.

I want him to be happy and well-adjusted. Will this program make him

one-sided?

The meaning of happiness and good adjustment varies with individuals. The right of a person to be himself is paramount. A good program should be so designed that the child derives a great deal of satisfaction from his interests. If he specializes early, this is not necessarily a cause for concern. Harvey Lehman pointed out that many of the important contributions to mankind were made by persons still in their teens (5). Sidney Pressey wrote extensively on the same topic (11). For some persons, the work in which they are interested is so fascinating and satisfying that the work itself is recreational, and conflicting social or play activities are a nuisance (12). It is important, therefore, to look at a child, his attitudes toward himself, and his attitudes toward others. If the child is apparently one with a healthy self-regard and is able to relate to others satisfactorily, his desire to pursue interests intensively and/or to specialize early should not be denied. Gifted children often do this.

What kind of vocational information should I give him?

Gifted children have more complicated vocational choice problems than others simply because they face a bewildering array of thousands of potential occupations, most of which they could master successfully. Many gifted persons do have vocational problems, chiefly of under-placement in unchallenging jobs. Many schools and colleges have vocational counselors who also have specialized in scholarship possibilities. These persons should be consulted. It is possible, also, through arrangements by either school or parent groups, to give gifted children opportunities for work experience with adults in their fields of interests.

Parents can be of substantial help to their children in simply supporting their right to an occupational decision. For example, if a young person has marked talent in musical composition and wishes to work in that field, he should be allowed that right rather than be prodded to enter some "safe" and lucrative field. The influence of teachers who exploit the multiple talents of gifted young people by recruiting them into their own fields or who denigrate the interests of the gifted should be counterbalanced by discussions at home.

Will she maintain her giftedness?

Giftedness is maintained and enhanced if the environment is rich with opportunities. Giftedness can diminish, and outward evidence of giftedness can disappear in a sterile environment. We found a slight rise in measured ability among children who lived in a particularly desirable home-school environment. Some studies have shown that children of poverty who attend poor schools lose in measured ability as they grow older (8). Women, who in the past have encountered less opportunity for continuing learning than men, have shown some loss in ability from childhood to middle adulthood although this is less true at the present time. Parents who continue their own interest in learning are good examples for their children but probably are more interesting companions to them as well.

CHAPTER VI

WHAT PARENTS CAN DO

As we have indicated earlier and as many of the parents who responded to the questionnaire have shown, parents can and do contribute much to the education of a child, both in formal and informal ways. Many of the effective modes of communication, support of interests, and provision of opportunities for needed contacts used by the best teachers can be used also by parents. Parents who respond to children's questions, help them find the information they need, and who allow them to develop their abilities in their chosen areas of interest benefit from mutual respect and close communication.

Close communication is desirable at all ages and stages of growth. The types of communication vary somewhat at different age levels, however. The very young child needs and wants very close, direct communication with his parents. During the elementary school years, communication is less direct and is shared with others. But at this stage and those which follow, consistent opportunity for full and open communication is just as desirable as when the child is small. As the child's communication network expands, the parent's contacts with those important to him and his education should also expand.

THE PRESCHOOL YEARS

Here, as at other ages, the parent serves best as a loving support and ally. Parents who support the right of their child to grow at his own pace will tend to ignore the growth and development norms which appear in many books. Gifted children will violate norms in many ways, as the case of Eric showed. A given child may display a prodigious memory,

experience success in teaching himself to read very early, and may be very slow in walking or in other physical skills. A child who asks unusually advanced questions may have been "slow" in talking. Many gifted children have learned to talk at a very ordinary rate, and have displayed superior verbal fluency later.

Norms indicate that young children have limited attention spans and that the child cannot be expected to pursue a given activity for more than a few minutes. Yet the gifted child, when involved with something of interest to him, may pursue the subject for days, weeks, and even months. The child who asks his mother what that letter says and observes that the same letter is here, who asks his parent to tell him the words on familiar objects, who reads portions of signs, who compares letters in the process of teaching himself to read may at times be a pest, but his questions are valid and vital to him. Similarly the child who wants to know what makes the wind or why the moon doesn't fall or what happens to make it rain displays a beginning and probably continuing interest in natural phenomena. A gifted child may paint a picture with unusual maturity in detail or experiment by the hour at the piano. The intense, enduring persistence of the gifted when they are interested in a topic or an activity is characteristic of the group, as are the advanced interests.

To give a child the full opportunity for growth during the pre-school years, the parent should use the child's own interests as a guide and support them. He also can encourage new interests by giving the child as many enjoyable experiences as possible. The child can be taken to children's play groups, art or music activity groups for young children,

the zoo, the library to choose books for the parent and child to share, and to see new things in the neighborhood. All such experiences should be child-centered, based on experiences of predictable appeal, and should be selected as logically of interest to the child rather than as parent-concocted interests. One of the authors spent a great deal of time working with a father who had responded to the knowledge that his very young son was gifted by saturating him with "experiences." The family did not merely go for a ride; the father gave lectures as he drove. The back yard was filled to overflowing with "educational" toys, and no opportunity for "education" was missed. As a result, the boy was extremely hyperactive and negatively aggressive. When the father was given some help, the boy became a different and much happier person.

One of the questions which arises frequently is whether early reading will harm the child. If the child has taught himself to read, probably not. Patterns of development in physical areas are as variable as those in mental or emotional areas, and no absolute answer can be given to cover all cases. However, the various aspects of development tend to be related in gifted children, and more often than not, we find that early intellectual development is accompanied by early development in other areas. Young children should use books with large print, and many of these are available. And, the child who is given access to many interesting activities and people is unlikely to immerse himself totally in reading.

Preventing a child who is reading from reading is as unrealistic as forcing a child to attempt reading before he is capable. In this

area, too, the child can guide us if we listen to his questions and know his interests. If he wants to learn, we can hardly tell him to wait until next year, or later.

THE SCHOOL YEARS

As the child enters school, it is helpful to be mid and teacher to have the parent supply full information about the child. The teacher who knows that a child is already reading, that he has a special talent, that he has acquired special knowledge in certain topical areas, and that he has had special experiences is far better equipped to plan realistically for him. The teacher who has such information can avoid the problems often caused when bright young children enter school eager to learn and are needlessly thwarted. Parents should not hesitate to talk with teachers concerning the exceptional abilities of their children; good teachers welcome such information.

We have suggested to teachers on many occasions that the best source of information on a child is the biography written by the parents. Such a biography can furnish information on the child from birth onward, can give insight into his total development, his talents and interests, his relationships with others, and his special needs. In tracing a child's development, a parent can specify when special abilities became apparent as well as give a personal assessment of the current status of the child.

Another source of information which is briefer but valuable is the simple questionnaire on such items as interests, talents, recent books read at home, special experiences, relationships with others, and

special problems or needs. Often gifted children conform to classroom expectations, and we may find that a child dutifully reads with the advanced group without the teacher's knowing his true reading level. When the teacher learns from the parent that the child is selecting books from the public library which are several years beyond those he uses at school, the child is likely to have more opportunities to use such books at school.

It is helpful to one's own child as well as to other gifted children who happen to be in his classroom if the parent can give some time to assisting the teacher. The parent can offer to help in getting needed books from libraries, special materials required for individual projects, resource persons to meet with small special interest groups, typing children's stories, making "books," and so on. Meeting the special needs of children is a time-consuming task. Teaching under the best circumstances requires much energy, and several hours per week of aid by a parent or small group of parents can do much to expand possibilities for children.

Close communication with the teacher is helpful. The parent who keeps in friendly contact with the teacher is not likely to find that her child is neglected. Such contact illustrates in a positive way the "squeaking wheel" principle. It is important to communicate one's appreciation to the teacher who makes extra efforts for children and to let the principal know that the teacher's work is valued as well. Such reactions not only contribute to the morale of school personnel, but they also increase the likelihood of continued attention to the special needs of various gifted and talented children.

While a parent can make appreciable contributions to the improvement of classroom opportunities for his child, he should also assume that the school cannot be solely responsible for the education of the child. The encouragement of interests and hobbies at home can offer many opportunities for contacts with other children who have similar interests and can provide opportunities for contributions to classroom learning as well. For example, a child and one or two like-minded friends may undertake a scientific study of gerbils and produce various charts to show their patterns of feeding, reproduction, and behavior. Such information may provide a basis for later classroom presentations and class projects and for respect and acceptance.

EDUCATION OUTSIDE OF SCHOOL

The comments made in the previous sections assume that a cooperative relationship between home and school is possible, and this is the usual case. Unfortunately, however, there are exceptions, and a parent may be faced with the problem of being unwelcome and unable to effect the transfer of his child from a stultifying environment. In such cases, there are alternatives, though most of them are time-consuming and require the time and devotion of a group of parents. One alternative which has been used successfully is the special interest group which meets regularly after school. The subject matter for such groups may be individually selected or determined by consensus. In the case of individual interests, children may be brought together to develop and share hobbies or to work with a variety of art or science materials, for example. An instance of group consensus is found in the case of bright youth who come together to hear and discuss music and, at other times, to discuss such topics as

politics freely with one or more adults. One young person who had enjoyed the latter opportunity said that for the first time, he had been able to express his opinion fully and freely without censure from peers or teachers.

Another alternative is the special class, conducted during the summer or on Saturday by the parents and their friends. Since attendance at such classes is optional, the test of success is easy. If the children attend eagerly and constantly, the class is excellent. If it is not, it probably will cease to exist. One means for making classes relevant is to start with the choices of the children in response to a simple questionnaire on which possible classes are listed.

Still another alternative is the travelling "school," in which children are transported to various places, either to satisfy or stimulate interests. Such a school, established on an after-school or Saturday basis, is an attempt to use the community as a center for learning. Children are transported in a van or small bus to the resource or facility needed. At one time it may be a field for botanical study; at another, the ocean at low tide; at another, the children's section of the library or a building where various types of measurement may be used. Construction sites, markets, workmen, professors, or artists may serve as resources at various times, depending on the topic of study. And it is possible, as in the other alternatives cited, that an excellent resource may be used regularly.

DIFFERENT PATTERNS OF ATTENDANCE

One of the areas in which home and school can cooperate to the benefit of the child is that of flexible school attendance. Even in

the best of situations, the gifted and talented child wastes a certain amount of his time. Some of this is due to the desire of the child to take part in group acitivities and to be accepted. Some is due to the use of content for which he has no need. It is perfectly possible for such a child to skip certain portions of the school week with no loss of learning. If he takes part in special learning opportunities outside of the school, he may be much better off than if he attends full time.

If working relationships between the home and school are good, it may be possible to arrange schedules for the child with special abilities and talents which capitalize on opportunities in both situations. In many instances, special arrangements are commonplace within the schools. This would just take them a step further. Children often leave classrooms for orchestra practice, for choral groups, for remedial help, and for athletics. It seems equally desirable that certain children leave the classroom for several hours or even a day so that they may work with a community artist, a musician, or a scientist in a laboratory or studio.

Flexible schedules are rapidly being developed for adults. Some work six days; some work four; some work split schedules; some spend most of their time at home with only occasional visits to their place of business. Flexible schedules for children who are bright and who have specialized abilities make sense as well. Such scheduling could go on at both the elementary and secondary school levels and could be tailored to the special needs of a given child Parents and teachers who work together to plan flexible schedules and special learning opportunities can accomplish a great deal. The opportunities for unlimited

learning in depth in the company of a talented specialist are numerous in any community, and it is likely that problems of motivation would diminish markedly or disappear.

WHAT ABOUT PARENT ASSOCIATIONS?

Nothing guarantees the stability of school programs for the gifted as much as the existence of well-organized and active parent associations. In those communities where programs have existed for a period of years and have grown, efforts have been made by parents to insure their support. It is unfortunately true that in many cases the program for the gifted is viewed as less important than that for other groups of children; and when budget problems arise, the program for the gifted is often in jeopardy. The common assumption still is that the gifted can take care of themselves and that they need no special privileges beyond those they already have.

Parent associations have made many contributions, directly and indirectly. They have met with boards of education to present evidence of needed programs and extension of programs. They have also met with school boards to inquire about provisions for the gifted and, through inquiry, to initiate action. They have requested presentations on existing provisions and have thus generated evaluation and program improvement by educators. The inquiries of parents often have provided impetus for efforts within the schools.

Parent groups have contributed in many ways to in-service education for teachers and principals. They have participated in symposia to discuss the needs of their children and to offer suggestions, have arranged meetings at which children have discussed their interests and

experiences of special value, and have brought in gifted adults to talk about their views on good school experiences. As sponsors of meetings in which excellent classroom practices are featured, parents have provided recognition for outstanding teachers and concurrently have given teachers an in-service experience in the actual preparation of their own contributions. To support meetings sponsored directly by educators, parents have attended and have taken part in discussions. In small but important ways, they have contributed also to the success of such meetings by serving as hosts and assisting with arrangements. Increasingly, parents and teachers of the gifted are meeting and working together. Their interests are mutual, and separate activities make little sense.

Well-organized parent groups provide regularly scheduled classes for young people through the use of both school and community facilities by contacting potential teachers, arranging schedules and classes, taking care of necessary financial arrangements, and providing publicity. Such classes may be offered on Saturdays by resident faculty or other teachers at a community college or they may be summer offerings taught by both community and school personnel.*

One of the most important areas in which parent groups support the education of the gifted is that of political action. An example of a well-organized federation of parent groups is that in California. During a decade, the federation has grown from a few hundred parents to thousands of members within more than forty affiliates.* Several of the affiliates have more than two thousand members, and most have enjoyed

*Specific information on organizations to contact for additional information on these resources is given in the bibliography (10).

steady growth. While all of the associations have been active in at least some of the activities previously mentioned, the federation as a whole has worked politically for gifted children and adequate financing of programs throughout the state. Though financial support is still meager, it is largely through the efforts of the parent groups that the level of support has improved even modestly. The parent members have used their own resources year after year to appear before legislative hearings and to contact individual legislators and in the process have earned a great deal of respect from educators and politicians alike.

Finally, any parent association provides an antidote for loneliness which is not unlike the loneliness experienced by the gifted child without peers who understand him. The parent of the gifted child may feel that situations which create problems for his child are unique. When he meets with other parents, he learns that others have had similar problems, and this is reassuring. It also is likely that discussion of problems will lead to solutions and constructive action. And in sharing of information about children, parents learn to put their own child's growth into a wholesome perspective.

SUGGESTIONS FOR ORGANIZING A PARENT ASSOCIATION

1. Write to established organizations for copies of materials and suggestions (see page 94 for parent associations to contact).

2. Form a committee composed of several concerned, articulate parents, influential school personnel, prominent community members, students.

   Select a temporary chairman.

   Discuss problems, need for organization, benefits to be derived, possible activities.

   Plan an initial organizing meeting. Choose a topic and speaker of certain appeal to parents of the gifted.

3. Contact key school administrators about the proposed meeting. Enlist their support and involvement, and ask them to facilitate publicity to parents of the gifted via notices to be mailed to known parents of gifted children by the school. Or make contacts independently through a telephone committee.

4. Use part of the first meeting to get sign-up list of parents interested in forming an organization; ask those present to list others who should be contacted.

5. Check mailing list initially with school system consultant for the gifted, if there is one, or with an administrator. Add names.

6. At the first meeting, survey parents regarding their special needs and suggestions for activities. Through the organizing committee, appoint a nominating committee, and establish an initial list of needed committees: Constitution, Finance, Community Resources, Liaison with School Board and School Personnel, Legislative, Special Interest Groups for Children and Program are a representative list. You may wish to start with some of these, and add others later.

7. Meeting 2 can be a combined business and informational meeting: nominations, announcement of committees, communicating results of survey, and speaker and topic of vital interest to the parents. After elections, conducted either at the meeting or by mail, the organization is on its way.

PARENT ASSOCIATIONS FOR THE GIFTED

For parents who wish to develop associations, contact with established groups can be useful. A comprehensive list would be lengthy; those listed are among the largest and oldest:

California Parents for the Gifted (a federation of all groups)
Beverly King, Executive Director
4821 Don Juan
Woodland Hills, California 91364

Gifted Children's Association of San Fernando Valley, Inc.
5521 Reseda Boulevard, Tarzana, California 91356

Lyceum of the Monterey Peninsula
24945 Valley Way
Carmel, California 93921

San Diego Association for Gifted Children
P. O. Box 9179
San Diego, California 92109

Florida Association for the Gifted
Dorothy Sisk
University of South Florida
Tampa, Florida 33620

Gifted Child Society of New Jersey
Gina Ginsberg, Executive Director
56 Glen Gray Road
Oakland, New Jersey 07436

Texas Association for the Education of the Gifted
F. Beatrice Hall, Executive Director
P. O. Box 547
Austin, Texas 78767

Minnesota Council for the Gifted
Barbara Ross
4567 Gaywood Drive
Minntonka, Minnesota 55331.

Additional resource groups in other States and in the other agencies to contact have been compiled by the ERIC Clearinghouse on Handicapped and Gifted Children in a bulletin entitled Gifted and Talented Children and Youth, A Selected Guide to Resources for Information, Materials and Assistance (10).

This bulletin may be obtained from the Clearinghouse at the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

The detailed statement which follows is based on the experiences of parents in developing a large and very effective parent federation. It contains many valuable suggestions.

SO YOU WANT TO START AN ASSOCIATION*

PHASE I

It is important to remember that each community differs in its needs and each group of parents must evaluate these needs and determine its own goals and objectives and its own method for fulfilling these determined goals. Some associations work closely and cooperatively with their schools in curriculum development and/or in providing in-school, extra-curricular, Saturday, or summer programs. Others find it necessary to be essentially independent and provide opportunities for the children on their own while actively working for programs in their schools. School districts should provide a fulltime program within the school day for the gifted that is commensurate with their abilities; work to get it there.

First of all - don't rush headlong into an undertaking of this sort. Don't try to do everything at once. Work on the most important areas first. Impatience is a big problem when a new group begins to form. If you are to be successful, you must take time to explore ideas and develop unity, understanding, and common goals. Take your time and lay a firm foundation for your new association. Start with a reasonably sized steering committee with an interim chairman and committees. Take time to become acquainted with one another. This can prevent devastating conflicts from arising later. Develop the framework for an association before inviting the general public to participate. Too many voices can make organization difficult. This framework should include a suggested name for your association, suggested bylaws, and suggested goals, objectives, and priorities.

Contact the other associations and ask to be put on their newsletter mailing list. Study their newsletters; you will pick up a lot of good ideas. You might offer to donate a small amount of money to cover printing and mailing costs.

You may want to start with a Parent Education Series or Parent Workshop. Speakers and resource persons should be available through Adult Education, your school district, or from your local college. This is a good way to expose your community to the needs and characteristics of gifted children, to what your schools are providing, and to find the first members of your association. Add other areas gradually as you have the time, people, and cooperation to develop and carry them out.

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*This document was prepared by Mrs. Garnet Posa for the California Parents for the Gifted. (See page 94 for address of this federation.) Brief sections of the total document are deleted.

Cooperate with your schools. Don't operate as an obvious pressure group but let your schools know what you want. As they get to know you and respect your work and the sincerity of your efforts, you'll be amazed at the cooperation extended you. Don't ask for the impossible. Statewide, the gifted represent 3 percent of the school population. Administrators have other areas of responsibility and concern, too. Work for the best classroom situations possible. Remember - there is no such thing as a perfect program; to suggest perfection is to stand still and this we must not do. Become knowledgeable about what the schools are doing and what they can do through the use of district, state, and federal funds. Encourage use of these funds in ways that are meaningful to your community.

As groups develop in your state, you will benefit from the formation of a federation to encourage and evaluate programs; to seek and encourage state and federal legislation for gifted children by the cooperative efforts of the parent associations for gifted; to exchange information among these groups; to encourage and assist in the formation of new parent associations for gifted; and to provide information to persons who are not in a local parent association.

Efforts in the area of legislation are important. Become familiar with existing and proposed state and federal legislation. Take advantage of every opportunity to educate your legislators about the need for substantial and meaningful programs for gifted students.

PHASE II

In choosing a name for your association, consider the following:

1. Use of the word "gifted" in your name acts as a screening device and avoids misunderstanding of purpose.
2. The word "parent" in your name will clearly indicate that this is a parent rather than a professional group.
3. "Children" in the association name is limiting and has a tendency to alienate the secondary student.

Keep your bylaws as simple and flexible as possible. Most of the housekeeping and business affairs of your association will be performed at Board meetings. Don't hamstring yourself with too many restrictions and specifics or with the necessity of going to your membership for approval to conduct association business. If these specifics must be written down, put them in Standing Rules or Procedures where they can more easily be changed when the need arises (and it will). You will find that a small core of dedicated hardworking members will be doing most of the work, so make it easy on yourselves. There will be plenty of opportunity for those who really want to participate. Set the required quorum for conducting business at association meetings fairly low.

An Executive Board needs a minimum of three officers - President, Vice

President, and Secretary-Treasurer. Beyond that it is optional. Keep your Board flexible so you can add members without amendment as the association grows and as new areas are developed. A good solution to this is to provide in the bylaws for specific officers plus "officers, chairmen, or directors as needed for the efficient and adequate functioning of the association." The vice president should be left free of too many duties in order to act as the president's right hand. This is the officer who must fulfill the presidency in the event of the resignation or incapacity of the president. The vice president should be fully knowledgeable of all functions of the association.

You will be wise to incorporate in order to limit your personal liability and to provide association property and income tax exemptions. Membership dues and donations will be tax deductible by your members. An attorney member may be willing to donate his services.

An Advisory Board including representatives from education, business and industry, and civic organizations is a valuable asset. Associations benefit from the diversity of this approach. Advisors assist your association in two ways. They can provide contacts, advice, scholarships, tours, etc. As they develop an understanding of the needs of gifted they will be a valuable public relations link with your community at large. Encourage your advisors to attend your meetings. However, they are busy people and their attendance should not be required.

Membership dues should realistically permit the association to function without the necessity for fund raising drives. Your membership will appreciate this. Volunteer time of officers and members can best be spent in work toward stated goals. $10 per year, per family is a realistic amount.

Newsletters are an essential link with your membership. Not everyone will attend your meetings. It should provide them not only with association news but also with news of legislative activity, conferences, meetings, hearings, speeches, educational opportunities, research, articles, and studies pertinent to gifted.

Materials mailed to members should carry first class postage or be mailed sufficiently early to insure delivery on time if lower class postage is used. Consult your postmaster for various types of postal permits and bulk mailing rates. A non-profit organization permit enables you to mail 200 or more identical pieces at a greatly reduced rate when mailed at the same time and sorted by zip code.

You will need to explore insurance coverage, especially if you are involving children in classes or activities. Insurance providing for acts o negligence only is available - no medical payment unless negligence is proved. Property damage and non-ownership auto insurance may be advisable. If you use public school or college facilities, the school or college

district may wish to be named as an additionally named insured to your policy. Consult a knowledgeable insurance association. In addition, consider using Medical Release, Parent Responsibility, and Trip Permit forms for activities involving minors.

Generally association meetings are planned for an adult audience with the subject limited to the area of gifted (testing, school programs, methods of instruction, characteristics of gifted, legislation, etc.). Occasionally programs should be planned for children and provide topics of an educative nature or an opportunity to showcase their enrichment class achievements (art show, drama production, puppet show, dance, music, science or hobby fair). Association meetings provide the best opportunity for interaction. When possible, plan your meetings to allow for an informal setting, question and answer period or group discussion, modest refreshments, and time to linger and chat with others at the conclusion of the meeting. Business conducted at meetings where young people are present should be limited to announcements. Conduct your necessary business at meetings for adults.

PHASE III

Some associations, in seeking alternatives to inadequate school programs, developed association enrichment programs which they considered a Band-Aid approach to the problem and which would serve the children until such time as stimulating programs were offered in the public schools. While these association programs have been beneficial, you should weigh the following factors carefully if you are considering offering an enrichment program:

1. A community-sponsored education program takes the pressure off the schools to meet the special needs of gifted students.

2. In satisfying the temporary needs of the child, the parents tend to relax and no longer feel the pressure to become involved in the association's goals of quality education for gifted in the public schools. They tend to accept this substitute instead of insisting that the student be served in the regular school program.

3. Enrichment becomes such a time and energy consuming activity that an organization may become totally immersed in the business of enrichment, forgetting that enrichment is not the primary purpose of the association.

4. Extra-curricular enrichment programs continue to penalize a young person for being bright. It takes away time needed for other phases of his development - time to just kick pebbles or watch cloud shapes form.

Comprehensive enrichment programs may build your membership quickly, but

parent demand for these programs is insatiable and you may soon find that you have a tiger by the tail. Other associations have been successful by working directly with their school district and by providing informative newsletters, lecture series, parent education, stimulating association meetings, and exciting family outings.

Keeping in mind the above admonitions, there are unique enrichment opportunities which you as an association can provide utilizing special facilities, natural settings, and persons with unusual talents within or near your community. Exercise constant care that these enrichment activities do not become the dominant association effort.

Field trips and cultural outings can be an exciting part of your program. You can provide tours of places not available to an individual (behind-the-scene at the museum, stock market, hospital, courts, library, industry, etc.). Nature outings conducted by a capable leader are very successful (fossil digging, nature walks, tidepools, gem collecting, the zoo).

Special one-day workshops providing in-depth exploration of a subject area .

Special interest clubs in hobby areas . . . chess; model railroading; coin, stamp, or rock collecting.

Career exploration series for secondary students . . .

Enrichment classes offered on a weekly basis presenting an opportunity to explore areas not available through the regular school program . . .

Summer workshops for gifted co-sponsored by, or offered in conjunction with, your local school district, college, or university can offer:

For children: An opportunity to explore, expand, and enrich. Two different approaches to curriculum are:

"Bread and butter" subjects (math, science, humanities) taught in creative and innovative ways. This approach is especially good when teacher training is an important part of the workshop. The teachers can take their experiences and learning back to their regular classroom situation.

Workshops in specific subjects . . . drama, arts, science, math, TV, filmmaking, photography, short story writing, computers, astronomy, marine biology, archaeology, political science, etc.

For parents: A course designed to assist them in understanding and guiding their gifted children.

For teachers: A college credit course designed to train them to understand the needs of and to work creatively with gifted students.

For counselors: A college credit course designed to train them to guide gifted students.

Each of the foregoing enrichment activities needs to be unique and not otherwise available to young people. They should be offered as a "learning for fun" experience only. No tests or grades should be given and no attempt made to evaluate the students' learning or progress. Classes should be kept small to allow for interaction and individual attention. Classes should not be limited to academic subjects; gifted children need to explore other areas, too. Parents must be strongly encouraged to allow the children to select their own activities. Most discipline problems involve children placed in situations chosen by their parents.

PHASE IV

Assimilation of new members is a continuing process. Coffees open to all who are interested, whether new members, old members, or simply interested persons, are invaluable. Here you can give the history, background, and philosophy of your association. The meetings should be informal and questions encouraged. This is sometimes the first opportunity many parents have had to meet with other parents of gifted and talk freely about their children. Much comfort is derived from finding out that you are not alone with your problems and concerns - that other families are experiencing similar situations.

A library of resource materials on gifted: Most public libraries have a limited collection in this field. Consider contributing books and material to your public library or community college library where they will be available to your members, students, teachers, and the general public. Include books, pamphlets, leaflets, etc. There is much material available from your schools, the State Department of Education, the U. S. Office of Education, and the Government Printing Office.

Testing service: You may want to set up a testing service for your members. Such testing should be administered by a licensed or credentialed school psychologist, not a psychometrist. To be most helpful, the service must include a conference with the parents. Some school districts do not accept private testing for official school records or for identification as gifted. You will need to determine this. Testing can provide information and insights that will be helpful to parents in guiding their children, but do not encourage indiscriminate testing. Parents should have a sound reason, other than idle curiosity, for requesting testing.

Scholarship Fund: You may want to set up a Financial Aid Scholarship program for those families who cannot afford to join and/or participate in activities involving fees. Experience has shown that a minimum payment preserves pride and dignity and gives value to the offering. A minimum payment provides a sense of commitment; the dropout rate is very high in totally free programs. Encourage families on scholarship to

pay what they can afford.

Potpourri of questions: You will find a great variety of questions being asked you by persons seeking information or help.

Can you tell me where I can rent a microscope? Buy specimens for dissection? Do you know of any societies or clubs in my child's hobby . . . chess, astronomy, rocks, and gems?

Information can be compiled on where to get hard-to-find items or on hobby clubs or societies. Other areas are more difficult. You will need to determine a policy regarding recommendations or referrals.

Can you recommend sources for . . . tutoring, music lessons, art classes, foreign language instruction?
Can you recommend a nursery school? A private school?
I'm moving to your area; which schools have the best programs for gifted?
I need to talk to someone; can you help me? My child is in an unhappy school situation . . . inadequate program or teacher, teacher/child conflict, child bored, child disruptive, child underachieving. Or, my child is a loner and has no friends and I'm worried. A sympathetic ear is sometimes the best therapy you can offer.

Publicity: You will not always have control over the publicity given your association, but when seeking or approving publicity, be careful not to exploit or expose the children unnecessarily. Try to encourage sympathetic and intelligent reporting - no "egghead" or "oddball" image and no interviewing of young children on controversial subjects.

RESOURCES FOR CHILDREN AND PARENTS

Numerous bibliographies for gifted children have been developed by school systems, by librarians, and by consultants at county or state levels. These usually have consisted of books advanced in reading difficulty and in some cases have been related to the common interests of young gifted children in such areas as mythology, science, or biography.

Because any complete bibliography for the gifted encompasses a potentially vast range, building bibliographies for this group can be a frustrating task. If a group of parents should wish to build up a supplementary library for the use of their children, it may help to follow a procedure we used: simply ask the children to name their favorite books and games, and use their most frequent choices as a basic collection. The games and books listed below were named for us by a group of eight-and nine-year-olds. Following their lists, we have included selections from a comprehensive bibliography developed specifically for gifted children in the middle and upper elementary grades. No bibliography for the secondary gifted was attempted since their choices can range over the adult universe.

GAMES WHICH ARE FAVORITES OF GIFTED CHILDREN

Not all of the games are "educational." Some are; some are simply enjoyable and challenging. They are widely available through bookstores and department stores.

The children nominated these: ACQUIRE, BATTLESHIP, CAREERS, CLUE, CONCENTRATION, HI-Q, LIFE, MASTERPIECE, MONOPOLY, PASSWORD, PERQUAKY, PHLOUNDER, PROBE, RISK, SCRABBLE, SHAKESPEARE, SOMA, STRATEGO, and

3-D TIC-TAC-TOE.

BOOKS CHOSEN AS FAVORITES BY GIFTED CHILDREN

The choices of eight- and nine-year-old gifted children in one school system range from space to sports, from whimsy to fact. Animal stories and adventure rate high, but the danger of limiting choices is clear from the list they gave.

AUTHOR	TITLE	PUBLISHER
Armstrong, W. H.	Sounder	Harper & Row
Bradbury, Ray	Martian Chronicles	Bantam
	October Summer October Country	Ballantine
Burnford, Sheila	Incredible Journey	Little, Brown, and Co.
Carroll, Lillian	Greek Slave Boy	Hawthorne
Dahl, Roald	Charlie, Chocolate Factory	Knopf
	James and the Giant Peach	Knopf
Farley, Walter	Black Stallion books	Random House
George, Jean	My Side of the Mountain	Dutton
Heinlein, Robert	Have Space Suit, Will Travel	Ace
Keith, Harold	Komantcia	Crowell
	Sports and Games	Crowell
Kjelgard, James	Big Red	Holiday
L'Engle, Madeline	A Wrinkle in Time	Farrar, Straus, & Giraux
Lewis, C. S.	Chronicles of Narnia	Macmillan set/slip case single copy
North, S.	Rascal: Memoir of a Better Era	Watts

O'Dell, Scott	Island of the Blue Dolphin	Houghton
O'Hara, M.	My Friend Flicka	Dell
Snyder, Zelpha K.	Black and Blue Magic	Atheneum
	The Egypt Game	"
	The Velvet Room	"
	Season of the Ponies	"
Tolkein, J. R.	The Ring Trilogy	Ballantine
Verne, Jules	Carpathian Castle	Ace
	Mysterious Island	Airmont
White, E. B.	Trumpet of Swans	Harper & Row
Wildre, Laura	Little House series	Harper & Row

Rated high by the children were mysteries in general, and the Nancy Drew series in particular. The Cyclo-Teacher (World Book) sections on sports, animals, mechanics, countries, and spelling demons also were given favorable comment.

The current favorites of gifted children in another school system in grades one through six were determined by asking each child to submit the titles of his two favorite books.* The wide range of reading interests is indicated by the fact that 224 of 353 titles submitted were given by only one child. There were some favorites, however, with Charlotte's Web the most popular and Island of the Blue Dolphin second. As the two lists below show, some books are selected from generation to generation.

TITLE OF BOOK	NO. OF CHILDREN SELECTING	AUTHOR	PUBLISHER
Charlotte's Web	18	White	Harper-Row
Island of the Blue Dolphin	15	O'Dell	Houghton Mifflin
Charlie and the Chocolate Factory	13	Dahl	Knopf

* Survey conducted by Virginia Thurlow, Escondido School District, California.

Stuart Little	8	White	Harper-Row
Wizard of Oz	4	Baum	Many publishers
Alice in Wonderland	3	Carroll	" "
Charlie and the Great Glass Elevator	3	Dahl	Knopf
Huckleberry Finn	3	Twain	Many publishers
Sounder	3	Armstrong	Harper-Row
UFO's and IFO's	3	Soule	Putnam.

If weight is given to books by a particular author or to books in a series by an author, some of the single and double choices group together this way:

Dr. Seuss books	12 votes
Nancy Drew series	5 votes
Beverly Cleary books	4 votes
Marguerite Henry books	4 votes
Caroline Haywood books	4 votes
Amelia Bedelia books	3 votes
Hardy Boy series	3 votes

BOOKS SELECTED BY ADULT EXPERTS*

Baldwin, G. C., Stone Age Peoples Today. Norton

Cottrell, L., Crete: Island of Mystery. Prentice-Hall

Cottrell, L., Digs and Diggers: A Book of World Archeology. World Publ.

Mazar, A., and A. Trone, Voices from the Past. Harvey House

Silverberg, R., Home of the Red Man. New York Graphic

Silverberg, R., Sunken History. Chilton

Forsee, A., Men of Modern Architecture. Macrae

Hogg, G., Engineering Magic. Criterion

Lavine, S., Famous American Architects. Dodd

Leacroft, H. and R., The Buildings of Ancient Greece. W.R. Scott

Hoover, F. L., Young Sculptors. Art Resources Pub. (Division of Davis Publications)

McLanathan, R., Images of the Universe; Leonardo da Vinci: The Artist and Scientist. Doubleday

Ripley, E., Rodin: A Biobraphy. Lippincott

Seidelman, J., and G. Mintonye, Creating with Clay. Macmillan (Crowell-Collier)

Selz, J., Matisse. Crown

Waterer, J. W., Leather Craftsmanship. Praeger

Clark, W., Explorers of the World. Natural History Press

Clark, P., On the Ice. Rand

Scott, R., Scott's Last Expedition. Dodd

Alderman, C. L., That Men Shall Be Free: The Story of the Magna Carta. Messner

*Compiled by Jane Lee, formerly consultant, Office of Los Angeles County Superintendent of Schools.

Brooks, P. and N. Walworth, The World of Walls: The Middle Ages in Western Europe. Lippincott

Burland, C. A., The Ancient Maya. Day

Dugan, A., The Story of the Crusades 1097-1201. Pantheon

Globook, S. (ed.), The Fall of the Aztecs; Text by the Conquerors. St. Martin's

Green, R. L., Ancient Egypt. Day

Daugherty, J. (comp.), Henry David Thoreau, A Man for Our Time. Viking

Harley, E., Books: From Papyrus to Paperback. Roy

Ludovici, L. J., The Origins of Language. Putnam

Rollins, C., Famous American Negro Poets. Dodd

Wood, J. P., The Lantern Bearer. Pantheon

Alterman, H., Numbers at Work: The Story and Science of Statistics. Harcourt

Barr, S., A Miscellany of Puzzles: Mathematical and Otherwise. Crowell

Halacy, D. S., The Robots Are Here! Norton

Jacker, C., Man, Memory, and Machines: An Introduction to Cybernetics. Macmillan

Vorwald, A., and F. Clark, Computers! From Sand Table to Electric Brain. Rev. second edition, McGraw

Wells, R., Bionics, Nature's Way for Men's Machines. Dodd

Eberle, I., Modern Medical Discoveries. Rev. edition, Crowell

Lepage, G., Man against Disease, Abelard

Lichello, R., Pioneer in Blood Plasma: Dr. Charles R. Drew. Messner

Life, Eds. of, and A. E. Nourse, The Body. Time

Randal, J., All about Heredity. Random

Beeler, N. R., Experiments in Sound. Crowell

Bulla, C. R., The Ring and the Fire: Stories from Wagner's Nibelung Operas. Crowell

Ewen, D., Famous Modern Conductors. Dodd

Murray, D., The World of Sound Recording. Lippincott

Richards, K. G., Louis Armstrong. Childrens

Samachson, D. and J., The Fabulous World of Opera. Rand

Willson, R. B., Musical Instruments. Walck

Allen, R. J., Cryogenics. Lippincott

Flaschen, S. S., Search and Research. Allyn

Gaskell, T. F., World beneath the Oceans. Natural History Press

Gray, C., Explorations in Chemistry. Dutton

Halacy, D. S., Jr., The Water Crisis. Dutton

Grissom, V. E., Gemini. Macmillan

Rogers, F., 5000 Years of Stargazing. Lippincott

Von Braun, W., and F. Ordway, History of Rocketry and Space Travel. Ferguson

Bowen, D., The Struggle Within. Norton

Cooledge, O., Women's Rights. Dutton

Hawke, D., A Transaction of Free Men. Scribner, (Declaration of Independence)

Meltzer, M., In Their Own Words: A History of the American Negro: 1865-1916. Crowell

Meltzer, M., In Their Own Words: A History of the American Negro: 1916-1966. Crowell

Meltzer, M., Milestones to American Liberty. Rev. edition, Crowell

Preston, E., Martin Luther King: Fighter for Freedom. Doubleday

Ritchie, B., (ed.), The Mind and Heart of Frederick Douglass: Excerpts from the Speeches of the Great Negro Orator. Crowell

Sterling, D., Tear Down the Walls! Doubleday

Books listed by consultants from across the country include these thirty favorites. The thirty are those mentioned by more than one consultant and were chosen after consultation with children, teachers, and librarians.

Alexander, Lloyd, The Black Cauldron, Holt Rienhart & Winston.

Bach, Richard, Jonathan Livingston Seagull, Avon.

Brown, Dee, Bury My Heart at Wounded Knee, Bantam.

Bullfinch, Thomas, Mythology, Modern Library.

Byars, Betsy, Summer of the Swans, Viking.

Christopher, John, The White Mountains, Macmillan.

Christopher, John, The City of Gold and Lead, Macmillan.

Christopher, John, The Pool of Fire, Macmillan.

Dahl, Roald, Charlie and the Chocolate Factory, Alfred Knopf.

Dahl, Roald, Charlie and the Glass Elevator, Alfred Knopf.

De Angeli, Marguerite, Door in the Wall, Doubleday.

Del Rey, L., A Tunnel through Time, Westminister.

Farley, Walter, Black Stallion Series, Random House.

Flack, Marjorie, Walter, the Lazy Mouse, Doubleday.

Gibson, Frederick, Old Yeller, Harper & Row.

Hautzig, Esther, The Endless Steppe: Growing Up in Siberia, Crowell

Henry, Marguerite, Black Gold - King of the Wind and Others, Rand McNally.

Hitchcock, Alfred, The Three Investigator Series, Random House.

Hitchcock, Alfred, The Birds, Random House.

Konigsburg, E. L., From the Mixed Up Files of Mrs. Basil E. Frankweiler, Atheneum.

Konigsburg, E. L., Jennifer, Hecate, McBeth, William McKinley and Me, Elizabeth, Atheneum.

L'Engle, M., A Wrinkle in Time, Farrar, Straus & Giroux.

Lenski, Lois, Strawberry Girl, Lippincott.

Lewis, C. S., The Lion, the Witch and the Wardrobe, Macmillan.

Lindgren, Astrid, Pippi Longstocking, Viking.

Linn, Charles, Estimation, Crowell.

Little, Jean, Mine for Keeps, Little, Brown

Norton, Andre, Daybreak 2250, Harcourt Brace & World.

Norton, Andre, Operation Time Travel, Harcourt Brace & World.

Norton, Mary, The Browworers, Harcourt Brace & World.

O'Dell, Scott, The Black Pearl, Houghton Mifflin.

O'Dell, Scott, Island of the Blue Dolphin, Houghton Mifflin.

Taylor, Theodore, The Cay, Doubleday.

Smallwood, W. L., Life-Science Library Books, McGraw, Hill.

Hundreds of titles were submitted by the consultants, many of them duplicated in the other lists. Particular favorites, listed by several included books by Laura Ingalls Wilder, the Star-Trek series, Madeleine L'Engle's A Wrinkle in Time, Lindgren's Pippi Longstocking, and such classics

as Caddie Woodlawn (Brink), Heidi (Spyri), Barrie's Peter Pan, and Travers' Mary Poppins. Folk and fairy tales from other countries, poetry and regional authors (Cather and Sandoz) also were mentioned.

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12. Roe, A. The Making of a Scientist. New York: Dodd, Mead & Co., 1953.

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